

Educational Supplement

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Break

Joe on Fred

Beside the more juicy revelations about Lady Falkender's lavender-coloured writing-paper and Sir Harold Wilson's taste in personal advisers, Mr Joe Haines's one reference in The Politics of Power to education is not going to set the Thames on fire.

All the same, it is interesting to see what the denizens of Number 10 thought of the DES. "Some government departments are weak, responding only to the last pressure put upon them", Mr Haines says.

Over the years Education has been a prime example. In the February 1976 round of public expenditure cuts, it immediately agreed to give the Chancellor what he was asking for. The towel was thrown in before the fight started. There is one in the eye for Fred Mulley. Remember those confident leaps about how gallantly he had fought in defence of his estimates?

Mr Mulley comes in elsewhere for another backhander (though no doubt it was intended as a compliment). A proposal to cut it, Mr Haines says, is always sensitive about its public image, and is more careful about cutting defence than the Tories need to be.

It explains why the most effective of Conservative politicians can be appointed as one of the Ministers of Defence without public comment, but in a Labour Cabinet the Secretary of State for Defence is usually the kind of man who could make a light as a banner in a northern working-men's drinking club, though—as Mr Haines adds—Fred Mulley was an exception to the rule. Perhaps that was the trouble: what the DES needed was a good music man.

Mr Mulley was in Germany this week and was therefore not available for comment.

Mr Haines's other little morsel for education was that John Valey—enrolled in the famous list—had helped Marcia find a public school for her children, therefore... The suggestion rather loses its impact when account is taken of the two boys' ages. One is seven, the other eight.

OU goes west

The Open University's marketing unit which commercialised itself at the turn of the year, has lost no time in taking advantage of its new status. The board of Open University Educational Enterprises Ltd has

Just given general manager John Cox the go-ahead for a North American subsidiary.

The United States, says Cox, is the Open University's biggest potential market. He is budgeting for a 1977 turnover of 20.75m for Educational Enterprises, 1100,000 above



John Cox

last year's marketing unit figure—of which at least 60 per cent will be in exports and the majority of that from sales in America.

60.75m might not look much against the university's recurring annual budget of some £20m, but it is clearly a step in the right direction. And Cox is taking the North American initiative at a time when the market there is showing signs of imminent expansion, and the public spending cuts are being filled by the private sector.

Open University Educational Enterprises Inc will be headed by Tony Mellor, tempted away from Harper and Row, the American publishing house which has acted as the Open University's transatlantic agent. His first job will be to launch a direct mail campaign on the American university circuit with the emphasis on the science course material.

"The market in the United States," says Cox, "is easily accessible, but at the same time it is highly discriminating. So it is a question of a very soft sell." If the direct mailing proves a success there will be a conference later in the year with displays of the films and audio tapes and academics flown over from Milton Keynes to give the marketing men the soft sell "technical" backup.

With a sales catalogue listing 800 books, 550 audio tapes and 1,000 films, the Americans are going to have quite a choice. A film on the history of maths—more in the style of Bronowski than Galbraith—is a gem; and there is the art and environment course as part of which students at a summer school last year were invited to remove their clothes and make lotion prints instead of boring little flat prints.

One set of films that has already proved popular in the United States is on the city as a social system,

taken from the course on urban development. The case history for a town in London or Birmingham or any other British city counts to that, but Chicago. Which must be a new as you can get in selling oil to the Arabs or peanuts to Georgia.

Very ILEA very Camden

New vistas are opening up for these trendy London parents with children in the capital's comprehensive. They have long been jokes going round about such children getting their real education at home in the evenings and on Saturdays, he it. Future lessons of mathematics, coaching or extra French or dancing. Now they can turn the holidays and the dead weeks of the summer term after examinations to good use as well—and all courtesy of the ILEA.

The ILEA schools sub-committee was to be asked yesterday to give its blessing—in the form of approving the expenditure of 17,500—in a whole series of "enrichment courses" for sixth formers.

There are now some 17 subjects on the list ranging from classics and elementary modern Hebrew, through Chinese, computing for mathematicians and scientists, history, languages, sciences, sociology and geography to child development, art, music, creative writing and theatre art.

The first two courses, economics at Islington Green and literary criticism at St Marylebone Grammar (now under the shadow of the axe) are to take place in the Easter holidays. The rest are planned for the summer.

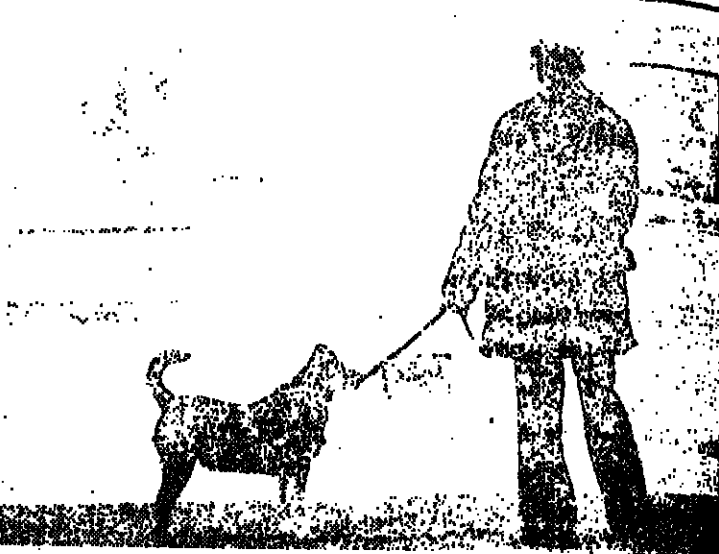
They will all be held in one area, Division Two of the ILEA (that covers Islington and Camden—funny they should choose that area to start with) but they will be open to children from other divisions.

Conciseness apart, the programme, which is still in its pioneering phase, is part of the ILEA's attempt to jack up the quality of sixth-form education in its schools, to winkle out the high fliers and to build up cooperation in minority subjects at sixth-form level. There are no charges for pupils—even when as in one case the course involves a week's stay at the advanced field studies centre in Abergavenny. The £7,500 is to pay lecturers' fees and expenses, residential charges and such things as computer time.

Layers of secrecy Just a little note to set the record straight. Remember all that had been said about the House of Commons select committee on the DES being denied the planning document for the 1972 White Paper—a document which the Department had handed out quite freely to the DES? Remember too that Mr St John-Stevens made capital of the matter in the House of Commons in December? He described the decision to withhold the document as most unfortunate and said he hoped that it might yet be made available.

I wonder if he knew that it was Mrs Thatcher who was responsible for refusing to let the House of Commons committee see the document.

The DES evidently gave the paper in all innocence to the DES, but when the select committee asked for it too the government had changed and all the previous administration's papers, as is the way in Whitehall, had disappeared. However, the then permanent secretary at the DES, Sir William Pitt, tried, through the good offices of Sir John Hunt, to get Mr Heath and Mrs Thatcher to agree to let the document out. They refused—though I am told it was a nice concern for the confidentiality of civil servants' advice to ministers that might have been upon Mrs T that led them to do so.



All the publicity about the Arts Council's latest fantasy—an exhibition at the ICA (where else?) which includes pictures hung at skirting-board level for dogs—is making them a bit nervous. The Arts Council grant for next year is still in the pipeline.

On the fence

Academics, educationists and a few students assembled last night to listen to the 1977 Chelsea lecture, given by Sir Brian Young, executive director general of the Independent Broadcasting Authority, known to his pupils when he is head of Charterhouse as "Black Death".

"This year's offering was of 'Magic Casements', and was highly sounding waffle and several facets of television. Sir Brian indulged in lengthy eulogies of technological marvels, present and future, with dazzling death rays as that two million lines are now across a (colour) television screen every minute.

He spent a great deal of his time on the triad of advertising, the apparent endorsement of permissive views and, lastly, the exceptionally boring but

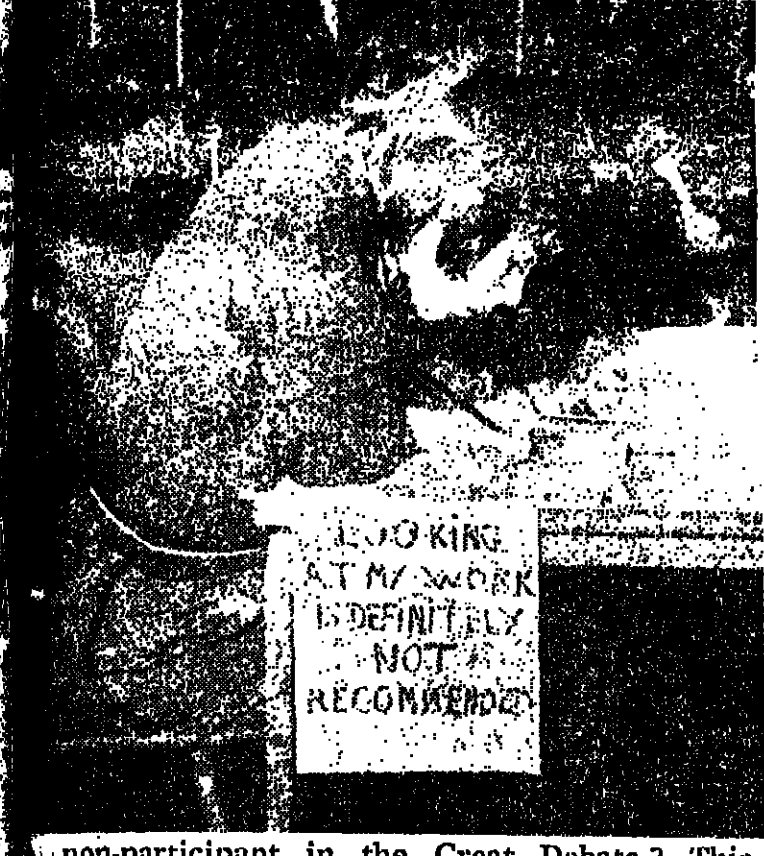
defending aspects of independent broadcasting: the triviality of popular programmes, except advertising, the apparent endorsement of permissive views and, lastly, the exceptionally boring but

Sir Brian seemed concerned about the prospect of local and national television. He spoke of the advantages of concentrated funds and the importance of the importance of a broad-based supply of programmes, especially in the areas of education, health, and social services.

The whole thing was an accomplished apology for the status quo in the shadow of the annual report. It is, in the end, a plausible talking head, he ought to be on television.

Next week

Black education in Rhodesia by Adam Hopkins. Teaching as survival by Peter Woods.



Future of new BEd in doubt?

Stephen Cohen The CNAA Bachelor of Education degree course, which thousands of students are studying, will disappear—because it is becoming obsolete.

A confidential report to the Council for National Academic Awards, which approves the use in teacher training institutions, points a gloomy future for the BEd.

Reports about the council's award have been gloomy since then. No students have yet graduated from them, although a few hundred have been awarded an earlier version of the degree.

It is too early to pass judgement on the three-year course, says the report, but it is clear that colleges have had considerable difficulty mounting them as their student numbers decline.

The "sluggish progress" made by some courses under consideration by the council "is a measure of the difficulties staff are facing, particularly over reduced intakes".

"Has the BEd a future?" is perhaps the starkest form of posing the question of possible developments. This question must involve a renewed discussion of the merits of a professional degree, as opposed to a non-professional degree with postgraduate training, but it is becoming clearer that some of our present problems could be solved by a fuller commitment to four-year courses.

"It may be not only the three-year Certificate (of education) but also the three-year BEd degree that is becoming obsolescent."

Shirley's Black future? African education in Rhodesia is inextricably linked with the future of the white minority government. Adam Hopkins examines some of the key problems. — pages 20, 21

Index TES index for July to December, 1976—centre pages. Leaders, 21 personal column, John Rae, 4; foreign news, 14, 15; letters, 16, 17; sport, 18; features, survival teaching, Rhodesia, birdwatching, 19-21, 30; Books, children's reading, Shakespeare studies reviewed by Ralph Berry, English literature, children's literature, modern languages textbooks, 22-26; Resources, materials for art and literature, report on the "Education in Photography" conference, 27, 28; Talk-back, governors, Network, 29; arts, television "The State of the Nation" theatre and education, 74; Art, local radio and literary broadcasting, 75; Chess, crossword, 76; Break, Great Debate in Newcastle, 76.

New show with an old look

Many of those who joined Mrs Williams in Newcastle last week for the first of her regional conferences (pages 6 and 7) must have wondered if this was to be her swan song. Fortunately for the education service she has survived the Cabinet shuffle, and is still around to carry through her programme of consultations and the policy formulation which must then follow. The Newcastle jamboree made clear how much the regional conferences are going to depend on her drive and inspiration. They are open to all manner of criticism, and justifiably arouse a widespread scepticism. But Mrs Williams's own commitment is patent, and this in itself gives value to what are, after all, just another round of conferences.

In the main, of course, it is the same faces and stereotypes which turn up as at other conferences, except for the greater prominence of industrial and parental spokesmen. On the Newcastle showing, it cannot be said that either the employers or the parents did much to clarify the issues or extend the range of the argument, but then no one expected that they would. What the debate did quite effectively was to reflect back all the more familiar points of view and lines of argument which have already been projected at the national level. In this sense it helped to enunciate the mysterious tangle of second-hand impressions which constitutes something as amorphous as public opinion.

Mrs Williams handled the meeting crisply, and gave the impression afterwards that she had found it useful to note which of the idiosyncratic floating about came back in echo form from the body of the hall. Nobody who listened to the confused discussion of the curriculum could have felt they had got any nearer to an answer to such important questions as what a core curriculum should



Mrs Williams arrives for Newcastle debate.

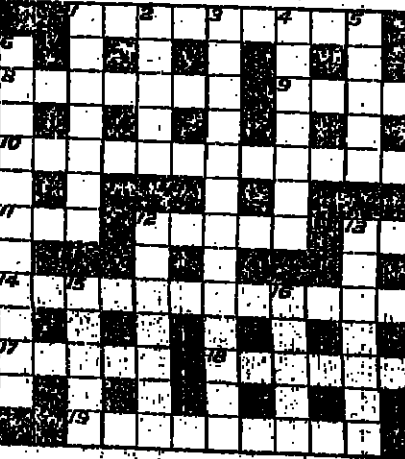
consist of, how much of the school's activities it should embrace, or how it should be monitored, nationally or locally. But Mrs Williams took the opportunity to feed into the debate her own view that there could be no national imposition of any curriculum, core or otherwise.

Now the show is on the road, and as the supporting cast of Mr Oakes and Miss Jackson try their hand at presiding, it is going to be important to maintain the impetus and resist the weariness which must overtake those required to sit through the endless repetition of familiar preconceived opinion. Fortunately, no one becomes a Minister without having shown a good deal of stamina in the House of Commons, and this should stand them in good stead.

No comment

"Head Teachers shall have the power of delegating the infliction of Corporal Punishment to Class Teachers who have been certified for a period of not less than four years..." — from Regulation 34, "Corporal Punishment", Sheffield Education Committee.

Crossword No 1,073



- Across 1 Front runner gives heartfelt support (9). 8 Move about nothing fore-seeing calculator (13). 9 Thread for a French seam (5). 10 Chemist can in a scramble for a first title (14, 4). 11, 13 Could be wordy or only partly wordy (15).

Down

- 1 Yorkshire cake causes little dog distress (7). 2 Look out for squalls when they are hustled (5). 3 Mechanical caretaker (7, 5). 4 With which the Romans began the week (7). 5 Group whose initial concern is with safety (5). 6 Cost of package journey inland (6, 5). 7 Activity for Mastermind contestants (11). 12 Omnibus herald (7). 13 They give one a bit of a talking (7). 14 Puffy aspect of narwhal (13). 15 Gives ornithological support to the Scriptures (5). 16 On the dull on two sticks (7). 17 Gives architectural features with only face value (9).

Bridge

"Bridge is an easy game... all you have to do is count up to 13." Well, up to a point, Lord Copper. Of course anyone can count the trumps, but sometimes you may have to count all four suits in each opponent's hand.

Even this is a lot easier than commonly supposed. Take the following hand:

West leads the nine of hearts against four spades. East covers the jack with the queen, seizes the ace and leads a third one. South, seeing high king, West discards a club. South's problem is that since he has to lose a diamond trick, he must locate the queen of clubs in order to make three club tricks. And he must do this before leading the ace, since with the ace and king in different hands he does not get a second chance.

Black education in Rhodesia

Adam Hopkins In Rhodesia, black education is inextricably linked with the future of the white minority government. Adam Hopkins examines some of the key problems. — pages 20, 21

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Tug-o'-war over assessment

by Mark Jackson

Rival groups of psychologists are battling over who should have the ultimate responsibility for treating and assessing schoolchildren. At issue is the principle that decisions should be taken only by psychologists who are trained and experienced teachers.

Another issue is whether assessing the special educational needs of handicapped pupils should remain within the educational service.

Two official reports now being considered by the Government envisage that clinical psychologists will gradually take over the treatment of behavioural problems in schoolchildren.

The Court report on child health services, the work of a committee set up jointly by the Education and Health Secretaries and composed largely of doctors, wants to give the health service's clinical psychologists direct access to the school. It proposes that the child guidance clinics should be merged with the hospital psychiatric services. Responsibility for advising on the special needs of handicapped or disturbed children would pass to newly created district handicap teams headed by a paediatrician and including a teacher as well as a health service psychologist, a social worker, and a nurse.

The report comes out strongly in favour of combining educational psychology and child clinical psychology into a future discipline of child psychology. It implies, however, that educational psychologists, that teacher-training and experience will not be necessary.

The report of a subcommittee set up by the DHSS under Profes-

sor W. H. Trethowan to inquire into the role of psychology in the health services is much less sweeping. It assumes that educational psychologists will become increasingly busy in schools and that clinical psychologists will have to take over work in the clinics. The subcommittee wants the two branches to work closely together and to understand that there is some overlap in their functions. It hints that clinical psychologists should play a greater role in assessing handicapped children.

But the Trethowan report does not state that there is a decisive case for or against introducing a new discipline of child psychology. And it says: "In our view it is important that there should be no intervention by a clinical psychologist in a school situation without the knowledge and consent of the educational psychologist."

The Court report has been widely publicized. When it was debated in the Lords last week the Government spokesman, Lord Wells-Pestell, emphasized it had been sent for comment to some 140 organizations concerned with the care and education of children.

The Trethowan report has still not been published but earlier this month, following a question in the Commons, it was sent out to the Association of Educational Psychologists and to the British Psychological Society for their comments.

Leading members of the AEP said this week that any attempt to hand over their work to the

clinical branch would cause chaos and waste resources. The Trethowan report pointed out, they said, that the present role of clinical psychologists was restricted because there were so few of them—fewer than 600.

The head of one county educational psychology service said he feared an outcry from teachers if some of the clinical psychologists he knew were allowed to treat pupils. "They pride themselves on getting patients to adjust rapidly, and say they don't have time to bother with less practical considerations such as the underlying conflicts or the potential of the patient."

Mr John Tomlinson, director of education for Cheshire and a member of the Court committee, says many of the educational psychologists he has talked to support the reports approach as flexible and realistic. The proposal to bring in a range of expertise into assessment, he claims, is in line with DES recent thinking, and would ensure that education authorities were advised of a child's needs, whether they were medical, psychological, or psychiatric. Mr Tomlinson says that the report is not, in fact, saying that psychologists dealing with educational situations need not have teaching training, but that it assumes that within the new discipline of child psychology some will have teacher experience. What the text actually says is that the question was dealt with adequately in the Summerfield report nine years ago.

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University to cream off top students

Last week HMI attacked mixed ability teaching. A new report reveals its growing popularity

A small number of elite courses for academic excellence are being planned in universities. They are intended to lead students into careers in manufacturing industries.

The scheme has been devised by the University Grants Commission which is prepared to give universities to run the courses. The commission expects that only five—will be able to meet the standards it intends to set this week.

Universities have been told to set up a letter for the scheme in a letter to the Secretary of State. The letter should state the need for a small number of high-quality first-degree courses like these. They will be teaching and half of those with high personal and intellectual ability and for students who intend to continue their education.

The letter goes on: "The committee will, therefore, be selective in considering applications and it is likely that they will accept only four or five in the country."

Fees protest stepped up

Students staged occupations in the country this week to protest against increased tuition fees. Disruption is expected in the weeks.

On March 2 the National Union of Students staged a demonstration against fee increases and education cuts will be held in London.

This week's occupations are run in mixed ability teaching groups. Dr Lydian also found that use of withdrawal classes, as boys and girls are opposed to separate remedial streams, was growing in popularity as a way of dealing with poor learners.

'Devon' debate

Teachers in Devon have organized their own regional education conference two weeks before the national one. The conference will be held at Exeter on March 12.

Streaming on the ebb

Streaming in comprehensives has been greatly reduced in recent years, according to a survey published this week.

In 1972 just over a third of comprehensive schools had at least one stream of unstreamed teaching. A recent survey of 86 of them at the time of the survey showed that more than half have mixed ability classes. They will be teaching and half of those with high personal and intellectual ability and for students who intend to continue their education.

The results of the survey are in the latest issue of *Comprehensive Education*, the journal of the Campaign for Comprehensive Education, making their allocations to a

Pressure on to close uneconomic schools

The DES is urging local authorities and church bodies to consider closing schools as a way of saving money and making the best use of teachers.

In a draft circular the Department explains that the falling birth-rate means that authorities are already looking at their use of resources. It is expected that the number of primary school children will fall from 2,200,000 in 1974 to four million in 1985 and secondary school children from 1,000,000 in 1979 to 2,900,000 in 1991.

Maths guide 'not tramlines'

A new guide to mathematics teaching in primary schools was published yesterday by the county council.

Mr Stanley Goodchild, county mathematics adviser, stressed it was guidelines and not tramlines. Teachers should use the advice as they think fit, he said.

Compiled after consultation with over 1,000 primary teachers, the 30 pages detail what the top 30 per cent of the ability range ought to have covered by the age of 13, and which should be tackled.

Caretakers strike

A strike by 100 caretakers kept 100 schools in Swamsea closed on Monday and gave their pupils a two days holiday after the half-term break.

The caretakers, members of the Transport and General Workers' Union, were protesting at the education authority to acknowledge that industry badly needs.

Radicals set to take on NUT leaders

More than 30,000 members voted for this resolution while another 26,000 supported a more moderate version which demanded sanctions against local authorities, provided there was union backing.

A spokesman for the union said this week that the first motion was "obviously very radical". The executive would not be happy with the joint action committee, he said.

The class size resolution instructs the executive to negotiate immediately for a maximum class size of 30 pupils in primary and secondary schools and 20 in first-year infants' classes. In workshops and laboratories, the maximum should be 15, says the motion from Erewash Valley, Derbyshire.

Thirteen NUT associations are supporting the resolution, which, if carried unopposed, would ban the use of schools for meetings of racialists and would enshrine into union policy the principle of refusing to teach with or cooperate in any way with a member of the National Front or National Party.



One school already axed is Falmer Church of England Primary School, Sussex, despite protests by parents, teachers and pupils (above). This week the county council approved the closure on grounds of a falling school roll (at present there are 30 children and by next September 21). Closure will save £14,000 a year.

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schools often evoke a considerable and understandable local reaction, the Secretary of State expects that authorities will look seriously at this possibility where closure will bring educational and financial benefits. The advantages of closing under-used schools include savings in non-teaching staff, caretaking and cleaning, heating, lighting and maintenance. Closures may also enable better use to be made of teachers. In each case it will be necessary to assess the unit cost of providing education in a particular school. Where this is significantly higher

than in the rest of the area the question must be asked if there are special reasons why the difference should be borne or whether the school should be closed. Wherever a Section 13 proposal is made to cease to maintain a school, the Education Secretary must look at the pros and cons. The circular explains that where it can be shown that closure will not reduce the quality of education but will save a lot of money, the minister will support the authorities in principle. In these cases the social or other problems that may arise must be

outweighed by any financial or educational benefits. Parents of children at a village convent school who were told the school is to close, have formed a limited company to take it over. The Sorvite order of nuns, who own the fee-paying school at Clirk, Clwyd, North Wales, announced the closure because of a shortage of nuns. They have now agreed to let the building to the parents' association at a peppercorn rent and the parents of the 90 pupils—aged between four and 13—will run it. They are to advertise for four teachers.

More Welsh for Welsh—plea

Two-hundred teachers in Dyfed, including the head of the largest comprehensive in the county, have signed a petition calling for a substantial increase in teaching through the medium of Welsh. It was handed in at the offices of the local education authority in Carmarthen on Tuesday.

The petition, which is sponsored by the Welsh Language Society, urges the L.E.A. to set up Welsh-medium secondary schools and to designate their contributing primaries at Welsh establishments.

In Angled counties of Dyfed, such as south Pembrokeshire, the L.E.A. is asked to ensure that education through teaching in Welsh should be available as of right. And the petition demands that Welsh be taught as a second language throughout the county.

One of the petition organizers, Mr Terwyn Tomos, a Dyfed teacher, said this week that the response had far exceeded expectations. "It was thought that about 50 teachers would support the appeal, but in the event more than four times that number have done so."

The petition is a further step in the language society's campaign to promote the use of Welsh in the west and north of the county, where Welsh is widely spoken.

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Tories tilt again at NUS might

The Federation of Conservative Students launched a scathing attack on the National Union of Students Executive this week in the run-up to the NUS elections next month.

The FCS, representing 16,000 students, are putting up seven candidates and expect two of them to be elected. It is their second attempt to break the power of the Broad Left on the NUS executive.

They accused the executive of making the union politically and financially bankrupt, of tactical incoherence, of treating its own employees with contempt and of the very misrepresenting the interests of NUS members.

Mr Steve Moon, 32, a member of the NUS executive and last year's president of Birmingham University Union, is the FCS presidential candidate.

say it does but you should not suspect that this may not be true because able boys and girls by their nature will ask awkward questions. This is perhaps the most possible reason for government intervention.

They will be the reformers, the industry badly needs. Finally, as the conference draws to a close, draw the attention of colleagues to the magnitude of the task, and to the dangers of rushing to any conclusions. We are asking fundamental questions about the education system. It is a question of life and death for the country. That does not mean that the conferences will have been a waste of time.

A nationwide campaign of industrial action against cuts in education is being planned. It will be a series of regional protests for the National Union of Teachers' conferences will have been a waste of time.

But they are only the beginning of a long process of re-defining the role of education for this country. When the conference has finished, the Minister should appoint a commission on education. The mission will take its time (it is not a hurry) and will take evidence from all sections of the community. I hope it will take evidence from boys and girls in the sixth year. Press for the establishment of a commission. Some will say about you down. A really sharp look at education does not everybody.

But have the courage of your convictions. Those who really care about the children and about the future of their country will work with other trade unionists.

Yours sincerely, [Signature]

PERSONAL COLUMN

John Rae Don'ts for the delegates

Dear Delegate, You have been invited to take part in one of the regional conferences. I hope you will not mind my asking you to reflect on a few matters.

You will be aware that attempts have been made to discredit the conference as a "shilly-shally relations gimmick". The words of Max Morris's. He went on to say that the plans for the conferences were "ham-handed, half-baked and shamefully incompetent".

There is good knock-about stuff worthy of any aristocrat whose privileged position is being questioned but you may like to consider why a former president of the NUT is provoked to use such aggressive language by the thought of someone other than teachers having a say about what happens in schools.

There will be much talk of a "core curriculum". Insist that speakers define exactly what they mean by these words. If they say that certain essential subjects, such as English, should be compulsory

for all children to school leaving age, press them to explain how this will improve matters unless it is also compulsory for teachers to include certain essential aspects of English in the syllabus.

Do not be put off by glib assurances that the conference will have a core curriculum; the official document, *Educating our Children*, makes it clear that this is not so. In the fourth and fifth years, we read, "many schools attempt to add a science and less often, a foreign language for most of their pupils."

From the curriculum the debate will move to the question of central government control. It is to be down the curriculum and in what detail? Many of your fellow delegates will reject the idea of a greater degree of central direction and they will justify their attitudes with high-flown phrases about academic freedom.

Do not be deceived. The only freedom at stake is the freedom for teachers to deny children a good education. It is perfectly possible for the Government to judge both essential subjects and essential elements in the syllabus of these subjects without restricting true academic freedom.

At an appropriate point in the debate you should point out that the Government is not put down for its discipline in schools. This is a significant omission and

the conference will need to be reminded that without good discipline nothing can be achieved in schools. Insist that this matter is given urgent attention, particularly asking for an assurance that all teacher training will put greater emphasis on how to obtain good order in the classroom.

Press the conference to concentrate on what makes a good school. There are many such schools in the maintained and independent sectors. Why do they work so well? Is it because they are small? Is it because they are socially or intellectually homogenous, or both? Is it because their teachers' approach to their work is different in kind to that of teachers in other schools? What conclusions do we draw from the answers to these questions?

Do not allow the conference to forget that there are other categories of "disadvantaged" children than those in educational priority areas. Many parts of the country girls are disadvantaged, particularly if they wish to study mathematics or science to a high level.

Another disadvantaged group are the very bright children who are not being catered for in schools. They cannot easily provide for this minority.

Ask why these children cannot be sent to selective independent schools that specialise in the education of the more able and do not be satisfied with an answer that puts doctrinaire objections above the interests of the child and the country.

The discussion on school and working life will provoke many conclusions. One question that you should press is: what exactly does industry want? Does it really want more able boys and girls? It may



Gerry Fowler

Battle stations for polys

by Lucy Hodges

Polytechnics will have to fight for their place in the education system. Mr Gerry Fowler, former Minister of State for Education, told a seminar in London this week.

Teacher training colleges, which were now diversifying in arts and social science directions, would be competing with the 1990s for students. And by the 1990s, there could be fewer 18-year-olds wanting higher education than in 1964.

Mr Fowler told the seminar, which was organized by the North East London Polytechnic to discuss the role of polytechnic governors. "There should be a powerful voice for directors and a powerful external voice for governors which can weigh in on local authorities that mislead their powers or misinterpret their role."

Some local authority decisions about polys had been "frankly absurd". He was worried about the policy of the Inner London Education Authority, which was threatening to deduct grants to its polytechnics in proportion to the amount of money they made from courses. This meant polys had no financial incentive to set up, say, post-experience courses in response to public demand.

Polytechnics should make a special effort to attract girls. The new institutions of higher education could lead to a serious sex imbalance with polys concentrating on science subjects and the others on the liberal arts.

The strength of polytechnics was in offering vocational and work experience courses. "That is the sort of thing that will win Government favour over the next 10 years."

It was left to other speakers to talk about who should control polytechnics. Mr John Diamond, chairman of the North London Polytechnic governors, favoured the present system of financing by local authorities.

Mr John Pratt, reader in institutional studies at North East London Polytechnic, suggested in a paper that bodies like CNA should validate the quality of education produced by polys and that the staff who planned a course should be responsible for its budgeting.

The meeting, which did not represent all polytechnics, agreed to look into the setting up of an umbrella organization to represent all governors.

Opportunities open out for OU students

Open University students will soon be able to take degree courses at present outside the university's curriculum at Bulmershe College of Higher Education, Reading, the university said last week.

The agreement with Bulmershe will make it possible for Open University students to enrol for courses at the college alongside, or instead of, OU courses.

Open University students will also be able to transfer their credits to first year degree level and Diploma in Higher Education programmes at Bulmershe, while Bulmershe students on these programmes will be able to transfer to the OU BA degree.

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'A sensible exercise' was how Mrs Williams described the first regional debate. But not all the delegates agreed. Debates 'off to good start'

"The experiment has got off to a good start", said Mrs Shirley Williams, Secretary of State for Education, at the end of the first of the eight regional education debates at Newcastle upon Tyne's Civic Centre last week.

There were more than 200 delegates representing teachers, parents, students, industrialists and i.e.a.s. Not all of them agreed with her. Even some of the 42 speakers thought it was a talking shop.

Mr John Alderson, NUT regional official, summed up the views of the critics as well as his union.

"It's an interesting exercise, but an expression of held views and pious hopes. As a serious investigation of the real problems, even multiplied by eight, it is getting nowhere near the mark. Much more serious discussion and hard thinking will be needed to produce a Green Paper."

Mrs Williams, however, summing up crisply from the chair, seemed to have got a lot of what she wanted from the conference. She found general support for some form of core curriculum, a feeling against central direction and everyone agreed on mathematics and English. But there were no definite ideas on whether it should contain a foreign language.

There was general acceptance of the moment of Performance Unit and monitoring only four people spoke about testing. And of those were against it.

There had been concern, she said, about early specialisation, and problems of transition between primary and secondary schools. She was interested in the NAS idea of committees in place of governing bodies.

"There was general agreement that the school as an assessment of standards had been a bit of a fiasco. It might have been a bit of a good idea to have the examination boards, particularly the CSE, represented."

She was most concerned about the industry demands and aspirations for the many parents. Yet it is an achievement which it would be foolish not to recognize and attempt to preserve.

He wanted improvement without sacrifice. It should be looked for in what he called the eight-stage process of teacher education.

Selection: There seemed to be general agreement that we should demand O-level passes in English and mathematics as well as two A-levels from every student teacher.

Preservice Education and Training: The issue of concurrent or consecutive programmes was being debated by ACSST, but he wanted to get away from the obsession with numbers and structures and think about content.

He called for centres for teacher education, where polytechnic, college and university staffs could discuss, do research and pool experience.

Certification: This already provided a good deal of flexibility. Without wanting to raise barriers, he thought there should be more systematic conversion programmes for those trained for one age group who wished to teach others.

Induction: The value of systematic programmes was established.

Standards

Caution carries the day — with a chorus of pleas for some hard evidence

A clear idea of what children needed to know was essential before any assessment of standards could be attempted, Mr J. W. Bainbridge, chief inspector for Sunderland, warned the conference.

External pressures on teachers were high. A survey of 27 12-year-old boys at a comprehensive in his town showed they spent 14.5 per cent of their time watching television but only 12 per cent in school. "There are double standards. How realistic is it to expect one set of standards from school and another from society?"

If basic skills were to be tested, a decision had to be made whether to do it in cognitive terms or in terms of knowledge. There could be reading and numeracy tests at seven, 11, 13 or 16, for example, or tests to monitor progress and pick out those in need of help.

The dangers of tests were self-evident. There was still the smugness of elitism and the 11-plus about them, and teachers might teach to the tests. Perhaps the emphasis should be on diagnosis.

Assessment of Performance Unit was a course a part of normal teaching, but what this lacked was comparison with performance elsewhere. "What people need to know was how the school system as a whole was performing; it was not a matter of the Assessment Unit was a response to the demand for accountability."

In the debate that followed, Mr Terry Casey, general secretary of the National Association of Schoolmasters—Union of Women Teachers, said the question was not one of whether standards had fallen but that all was not being achieved that could be achieved.

Perhaps too much responsibility had been put on the pupils by waiting for reading readiness and co-operation. "We have said too much that it's up to the kids." But the temptation had to be resisted to go too far in the other direction and relate all children to the same measure of achievement.

Mr C. L. G. Baker, of the North Eastern Planning Council, complained that the only views on standards were subjective. There was no hard information nationally or regionally.

He wanted the DES represented in the regions in the same way as other government ministries, like Industry, Employment, and Environment.

Professor C. K. Rowley put in a straight pitch for the voucher system as a means of raising standards. Mrs Williams briskly replied from the chair. "No, as a matter of policy."

Mr John Winters of the National Union of Teachers echoed Mr Baker on the lack of objective evidence. "Anecdotes do not constitute evidence. There will be some value in the Assessment of Performance Unit if it only produces something objective."

Mr E. W. Malone of the National Association of Teachers in Primary and Higher Education was on the same tack. "This debate is too important to be left to the usual suspects. All we are looking for is a consensus of well-meaning prejudice. A more dispassionate analysis of the evidence was needed."

Mrs Ellen Mitchell, a former chairman of the Northumberland education committee, thought home was still the most important factor. "Parents on managing bodies are not the whole solution. You open doors to those who care, and some are never very interested. The parents need more adult attention, and that has suffered more cuts than most."

Mr Ted Williams of the Schoolmasters Association said Britain was already the most over-examined nation in the world. The Assessment of Performance Unit should concentrate on light sampling to give a general view on standards.

Mr Peter Fulton, chairman of Cleveland I.e.a. thought the debate was really about the loss of confidence in education. "The school has started to open out, and that's why parents have seen the kids and lost confidence. Teachers are a mixed ability group. Teachers are not talking about assessment of teachers."

When they wanted to give credit talks in schools, they were paid off, if they were not careful, by the lower CSE people, but not the right to approach those on GCE O levels.

He had backing on that from local sixth-former, Mr Chris Chalk of Manor Park comprehensive. "The ultimate consumer hasn't been considered," he said. "All we get two half-hour sessions on careers. I'd like to see it on the curriculum for everyone from the age of 14. We need much more information on what it's like to be a job."

Mr M. Cooper, of the Institute of Careers Officers, said his institute believed careers education was necessary from 13 onwards. It should be a necessary mandated element in the school curriculum.

Mr Eric Robinson, speaking for the Equal Opportunities Commission, said the severe disjunction between schools and working life was worse for girls than boys.

The experience of the EOC was that there might be equal opportunities for boys and girls in theory, but the mandatory system was supplied towards men. He put it to

the officials that if they held a date they would give the discretion to any parents people a better deal than the mandatory system a worse deal.

Mr Jim Heaton, an industrial training manager, said they had tried high-level CSE people unable to do the simple numerical calculations required.

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Taylor: no sacrifice

William Taylor, director of the London University Institute of Education, was worried about our great primary school tradition when he introduced the section on the education and training of teachers.

"At its best, the English primary school has become a model for the world. This child-centred idea of education has not shown up well in test scores. It does not reflect the attention of industrialists."

It does not even go far enough to satisfy the demands and aspirations of many parents. Yet it is an achievement which it would be foolish not to recognize and attempt to preserve.

He wanted improvement without sacrifice. It should be looked for in what he called the eight-stage process of teacher education.

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Core curriculum

Question: what do pupils need?

A core curriculum should contain seeds with assurance of future growth, said Mr T. Ellison, head of Mornimer Comprehensive School, South Shields, introducing the section on the school curriculum five to 16.

A subject approach might contain English, mathematics, science, history, geography, careers, physical education and a foreign language. But it might be more effective to ask: "What do they need?"

The answers would depend on the aims, which could be mathematical, linguistic, aesthetic, creative, scientific and practical abilities.

Or we could define it as what we hope a pupil will have learnt when he leaves school—listening, speaking, reading, numeracy, computation, method skills with knowledge of aesthetics, work principles and attitudes about ourselves.

Though pupils, parents, teachers, employers and i.e.a.s. must play a part in working out the core curriculum, the process must start within schools with the teaching staffs. If some of the older teachers were not to maintain a guarded indifference to the whole process, they must be enticed and guided through their uncertainties.

H.M.S. teacher centre wardens and extensive school-based in-service training could all help.

Mr Ellison made a plea for positive discrimination in training for areas like the north-east, where most teachers were home-grown and where there were particularly shortages in mathematics, science and foreign language teachers.

He also called for an early decision on a common examination at 16 plus, towards which a common goal could be directed and for an informed pupil and parent choice at 14 plus. Family, media and industry all influenced that choice, he said, but "education is not, and never has been, a panacea for social problems."

Mr A. B. Budd, primary school teacher and member of the National Union of Teachers, opened the debate with the expected union line

on the core curriculum. "We would be concerned if it were externally imposed" he said. "You can't get away from the judgement and skill of the teacher."

The 11 plus used to be externally imposed. Staff decided to teach mathematics and English by more interesting and effective methods after the 11 plus disappeared."

Mr David Robinson, representing the National Confederation of Parent-Teacher Associations, used his turn to attack the CSE as useless to employers. "An expensive and unnecessary piece of paper", he said, "which proves how illiterate a child is."

The common core should provide the minimum standard.

Mr B. J. Jarvis, of the Tobacco Industry Training Board, said the examination system was not well thought of by people, such as junior managers, who have to move around the country for their jobs.

They wanted to find a common syllabus and examinations wherever their children went to school, but the lack of a common core curriculum seemed to be one of the commitments of our system.

Mr Bernard Farrell, of the National Association of School-

masters' Union of Women Teachers, agreed that a common core would be a great help in achieving continuity.

One way to decide the practical problem of who has a legitimate interest in the curriculum—teacher, parents, i.e.a.s, community, industry, government—would be to implement the plan the NAS had already suggested to the Taylor Committee. This was that governing bodies should be replaced by a community council for each school.

Mrs E. Diamond, a South Tyne-side councillor, told a horror story about an inspector who came into a primary school and said: "You have all these lovely books, you don't need to teach them to read."

It was only the strength of infant teachers ignoring that sort of expert that prevented us having more than two million illiterates.

Mr J. Furniss of the TUC thought the suggestion of literacy and numeracy testing could lead to streaming and more barriers to all-round education.

Mr Charles Clarke, president of the National Union of Students, said the 16-plus area was now assumed as dominant as the 11-plus used to be, particularly since parental income was a much greater factor there now. Resources should be more evenly spread across all pupils, instead of being used in CSE, CSE and pupil-teacher ratios in the sixth forms, greater weighting should be given to those who were not going to end up in higher education.

Mrs Helen Cooper, for the Confederation for the Advancement of State Education, took the traditional line of the parent spokesman: schools must break down barriers with parents, because parents do not understand what they are trying to do unless they are involved.

A common core would mean that parents and teachers could get on with the job, she said. It was possible to agree about subjects, the hard part was how to get subjects across to the individual child.

Ellison: seeds of growth

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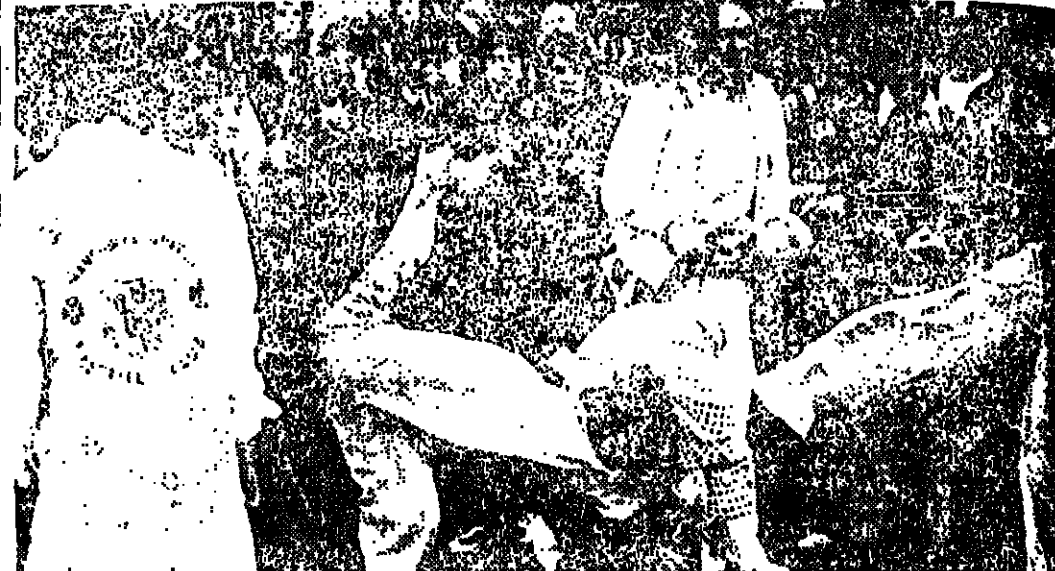
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Football fan violence: solutions are far from straightforward.

'Sad' side of soccer hooligans

Football hooligans are unhappy rather than evil, according to a survey of more than 1,000 West Midlands teenagers carried out by staff and students at Westhill College of Education, Birmingham. But society's response to their behaviour and the solution to it are far from straightforward. One step in the right direction could be to inject some more social education into the school curriculum.

The teenagers, law-abiding and disruptive, were asked about their attitudes to football hooliganism and vandalism and the causes and consequences of violence on the terraces. Most of them were either unaware of, or singularly unsympathetic to, liberal explanations which emphasized the community's responsibility. They were equally indifferent or hostile to measures directed at reform rather than punishment.

The survey concludes that social education—at school, at home and in the community—is not being fully used. Young people, it says, should be encouraged to discuss current issues more often. The Department of Education and Science and other national bodies concerned with youth could do more to ensure that opportunities for dialogue between the generations should be arranged at both local and national level.

Bad boys grow up to breed more bad boys

by Frances Stadlen

Individual character may be as crucial a cause of delinquency as poor housing, bad schools or other factors, according to a research study published this week.

Convicted working-class delinquents do not behave like other people of their social class. They smoke, drink, gamble and spend more. They are more active sexually and more promiscuous, more aggressive, go out more often and are more anti-establishment in their attitudes. There is a lot of convictions have often been trouble-makers from a very early age.

These are the main findings of the third report in a survey of 400 youths from a working-class area of London, whom the Cambridge Study in Delinquent Development have been observing from the age of eight to 18.

The hard core delinquents in the sample probably became delinquent as a result of lack of attention, affection and training by their parents, when they were children. Being exposed to the delinquent tradition of their neighbourhood, catching the habit from their friends and being identified as truants and school rebels, have all contributed to their behaviour. Delinquency is often handed down through the generations. The study found that criminal convictions were

concentrated in a small number of families, and that there is a relationship between fathers and sons.

Young delinquent adults, irresponsibly hedonistic and their inability to cope with social demands, tend to resemble some undesirable family members for their own children.

The report has recommendations to make but warns that too many variables for exact prediction. However, reducing scarce welfare resources to the needy families might be a counterproductive measure.

The effects of being a delinquent are more far-reaching than the report concludes. "It is the opposite of reforming," it says, "more often than not, delinquency leads to further delinquency."

The study recommends that more attention should be paid to young people who are starting their families. This could be supported with education and advice on child care, welfare rights and housing. Schools might think about limiting the curriculum so that it does not encourage rebels, leaving them off in special care for retarded or troublesome children.

Children of big families come off worse in comprehension test

Now results from the National Children's Bureau raise interesting questions about the established research finding that reading attainment decreases significantly as the size of family grows.

In this month's *British Journal of Educational Psychology* (vol 47, part 1) Dr Ken Richardson reports that the NCB's national child development study demonstrates—as many other studies have done—that at 11, children from large families did significantly worse on a reading comprehension test than families with one or two children. The results support the finding that family size accounts for by far the largest proportion of variance in reading performance at 11. The differences held within social classes.

The usual explanation is that children in large families receive less verbal stimulus. But the NCB researchers also gave a sample of 11-year-olds a composition test, and assessed the results for length and for syntactic maturity. On both scores, there was no significant difference between children from large and small families.

The measures used would not detect differences between the syntactic structures used by the children. It may be that different social relations in large families guarantee different syntactic structures—and that the syntactic idiosyncrasies of reading comprehension tests do not fit those of large families, putting the children at a disadvantage. If so, Richardson says, this would have implications for the selection of reading materials in schools as well as reading tests.

Care takes its toll too

Poor educational progress, often regarded as the hallmark of the child who has been taken into care by a local authority, can be caused as much by lack of parental interest, emotional conflict and illness, according to a nationwide survey carried out by the National Children's Bureau.

The researchers gave mathematics and reading tests at ages seven and 11 to the 16,000 children born between March 3 and 9, 1958. The results confirmed that children who had been in care scored less than those who had not. But the survey also revealed that children who had been in care before the age of seven fared worse than those who were taken into care later. The conclusion drawn was that social disadvantage was not the sole cause of the differences. The report urges councils to do more to eliminate the factors that cause children to go into care and to make more effort to prevent families being separated. But it is feared that limited financial resources available, is not enough to improve things much.

How best to help homeless young

The risks and hardships of young homeless people are not reduced by much if they were made the responsibility of local authorities. This is the recommendation of a report published this week by the Campaign for Single Homeless People.

The report, funded by the Department of the Environment, also calls for a survey of housing service. Ways in which housing could be increased include council tenants taking lodgers, making use of property, multi-occupancy mobile homes.

Young people would also benefit from more information and services, medical aid and landlord schemes. Research is needed to include local assessments of the problem, a survey of mobility and a study of different kinds of solution, singling out the most promising.

MPs told of threat to rising standards. Report by Stephen Cohen

Cuts mean more illiteracy, NUT warns

MPs were warned this week that cuts in educational spending would produce more illiteracy. The National Union of Teachers, in evidence to a sub-committee of the House of Commons Expenditure Committee, said that because of the cuts more children would leave school unable to read and write.

Dr Walter Roy, a member of the union's executive, told Miss Janet Fookes, chairman of the subcommittee and Conservative MP for Plymouth, Drake: "There will be more illiterates because we have not the resources to devote to special remedial departments."

He had been told he would lose two teachers from his staff next September and that he would not be allowed to replace a remedial specialist. This would affect the help given to children with problems.

Miss Fookes asked why there was a need for remedial work in secondary schools. Was it because primary schools were failing? Mr Clifford Morris, head of a Leeds junior school, said some primary schools were better equipped than others and more generously staffed. They were able to achieve better results.

The union delegation made clear to the committee, which is looking at the attainments of school leavers, that standards had not fallen during the past 10 years. They had risen.

Miss Fookes responded by stating that the subcommittee was not interested in the movement of standards but whether they were adequate for the present needs of society. She was surprised that there was no admission in the union's evidence that there was anything wrong, except lack of money.

Mr Jack Chambers, another executive member, said schools were faced with almost impossible problems. During the last 18 months "the kind of things we wanted to do with youngsters have vanished. The problem is the almost ineducable very great mass."

Mr Michael Ward, Labour MP for Peterborough, asked what evidence there was that more money would produce the goods.

Dr Roy said there were three clear indications that when money was available attendance levels improved, juvenile delinquency declined and after-school activities were well supported. The union's written evidence supported this.

"The teaching profession requires a substantial range of material resources to encourage and to motivate pupils approaching the end of their school careers."

The union also urged evidence to show the significant gains in self-confidence and motivation result when school teachers are able to provide a level of physical, professional and material resources which

allow this group of youngsters to take part in activities outside the school. The necessary facilities are, however, inevitably expensive. The low levels of parental income and support characteristic of this group mean that, unless the local education authority makes significant compensatory provision, such experiences and educational progress will not take place.

"The attainments of this category of school leaver, therefore, depend overwhelmingly on positive discrimination in their favour. The union believes that the current trends in local authority financing at almost every level of demand such as this, are acting against any improvement of the attainment of school leavers in terms of their physical, emotional and social development. Schools are being forced back to a position of 'chalk and talk'. It is a denial of society's responsibility for these children."

The Headmasters' Association, in its written evidence, also said that academic standards had not fallen. But standards of manners and general behaviour had declined, perhaps as a result of press or television coverage of "poor behaviour".

"The norms presented by popular television and films of dress, manners, vocabulary and modes of

speech may have much more immediate influence on adolescent boys and girls than do school teachers. In the same way it can be difficult to dissuade boys and girls from exhibiting in matches the same behaviour as they observe, in close up, among some professional players in many sports."

The association recognized, however, that a technological, industrialized society made greater demands on its work force and that the current educational debate, sprung chiefly from the fact that employers' expectation and requirements had risen faster than educational standards.

This view was supported by the Assistant Masters' Association's written evidence which said that employers had raised their standards.

"With more young people seeking the fewer jobs available, employers might form the impression that the attainments of some applicants are very low—but the field of applicants is now very different from what it was a few years ago."

The Association of Assistant Mistresses said that arithmetic, handwriting, spelling, grammar and clear speech were probably not as well taught as they once were. It had more time to spend on them. But classes were still too large and books and equipment were in short supply.

Masters turn militant in 'no cover' protest

The Assistant Masters' Association is to take part in the campaign being waged against local authority spending cuts by the two major teachers' unions.

The normally moderate association (with 40,000 members it is the third largest teachers' union) has instructed members in 30 Oxfordshire schools to refuse to cover for absent colleagues for more than a day. Similar action is being considered in Avon, Walsall and Essex.

The Oxfordshire protest is against proposed cuts in the education budget which will reduce the pupil-teacher ratio from 17:1 to 18.5:1 in secondary schools.

The National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers are taking similar action in the county.

Mr Peter Smith, assistant secretary at the A.M.A., said this week: "We realize we have to live in the world as it is and the economic crisis facing Britain, but it would be irresponsible of us to pretend that one of this nature are possible without wrecking educational provisions in the country and endangering the needs of the children."

The NUT decided last week to

extend its no-cover sanction to schools in Doncaster and Humberside. Union members in 95 Doncaster schools will refuse to take classes of absent teachers and have banned of 30 in the case of first-year infants.

On Humberside, members in 225 schools will refuse to cover for unfilled vacancies or absent colleagues in protest at a proposal to axe 40 teachers' jobs.

Mr Doug McAvoy, deputy general secretary, said children would not be sent home without warning.

The NUT claimed last week a successful end to its sanctions against Wirral education authority on Merseyside. Teachers have been guaranteed that supply staff will always be sent to cover for absences. And the authority has given an assurance that the responsibility for filling vacant posts will rest with the director of education and not with the council's personnel department, as had been planned.

Sanctions had been adopted in 156 Wirral schools since the start of the year. Action is to continue, however, in 11 other areas.

Advisers hit back

Local authority inspectors and advisers have taken strong exception to suggestions by the Department of Education and Science that they are not up to inspecting schools.

The National Association of Inspectors and Educational Advisers wrote to the Department last week complaining about the DES handbook for regional conferences, *Inspecting our children*. The booklet said a proportionately large HMI team (local advisers about one fifth in recent years) are specialists in primary education.

The NAIEA say that, from a sample of 631 inspectors and advisers represented at their conference in Manchester last week 67 had been primary heads and 206 (almost a third) had taught in primary schools for five years or more.

The publishers plan to find a reviewer a complete range of information about the National Youth Bureau will also send details to a region to a key agency and keep them up to date.

Needs and provision for single homeless people. of information and CAFAS, 27 Endell Street, WC2, 25p.

They object, too, to the statement about them that "not all formally inspect teachers, let alone schools as a whole". The association says that in the 29 L.e.A.s represented at the Manchester conference 26 inspected teachers and 23 whole schools.

They are particularly put out by the suggestion in the DES paper that "considerable changes of practice and attitude" were needed before local inspectors could assess schools or specific aspects of pupil performance.

The advisers are angry that the DES seems to have ignored the improvements in status, recruitment and attitudes among them since the Houghton award was extended to advisers. A spokesman for the association said the DES criticisms were 10 years out of date.

Right on to save college

Lecturers at Shoreditch College, London, Surrey, have set up an action committee to fight the closure threatened by the Inner London Education Authority.

They thought their jobs were safe when the college was not included

in the list of institutions to close by 1981 announced last month by the Department of Education and Science. But the IEA has calculated that the 2,000 teacher training places allocated to it are insufficient to sustain its five remaining institutions.



"Mr Narsie Frost rises with a little touch, and has a nice sense of frothy comedy—a winner..."

Win a £50 prize

Entries are now being judged for *The Times Educational Supplement's* Children's Book Review Competition, full details of which were announced in the TES of February 11. Children under 12 are invited to submit their own review of any book they have enjoyed or found useful. Reviews should not be more than 250 words long and should be sent in before April 1 to Michael Church, Literary Editor, *The Times Educational Supplement*, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Few drama students next year

There may be very few drama students next year because of local authority spending cuts, Mr William van Struben, MP for Wokingham, told the Association of Drama Students on Saturday. Addressing the conference in London, he said that the outlook for a great many drama students next year was extremely bleak. This was because grants to drama students were discretionary, and local authorities were drastically cutting them.

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Tuesday 8 March, Wednesday 9 March
Coventry Technical College, Butts, Coventry.
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.

LANCASTER
Tuesday 15 March, Wednesday 16 March
The Duke's Playhouse, Moor Lane, Lancaster
Exhibition 12.00 Noon—6.00 p.m. Lecture (March 15 only) 7.30 p.m.

SHEFFIELD
Tuesday 22 March, Wednesday 23 March
University Drama Studio, The University of Sheffield, Glossop Road, (corner Shearwood Road) Sheffield,
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.

BIRMINGHAM
Tuesday 29 March, Wednesday 30 March
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Gloucester Leisure Centre, Barton Street, Gloucester
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.

Rank Strand Electric, PO Box 70, Great West Road, Brentford, Middlesex TW8 9HR. Tel. No. 01-568 9222.



At the age of nine Mary Warnock or Wilson, as she was then, wrote in her diary that she wanted to read Greats at Oxford, marry a philosopher and have four children. She realized these ambitions, and went one better. She had five children. The consummated diary entry reveals how much she has always known what she wanted and how single-minded she has been about getting it. In her 52 years, Mrs Warnock has achieved far more than the wildest childhood imaginings. She is now an Oxford don, a writer and a public figure with a special interest in education. She made her name in Oxford not just in university circles, where she is highly regarded, but also by being headmistress of Oxford High School for Girls from 1972. She now chairs a government committee looking into the education of the handicapped and is a member of the Independent Broadcasting Authority.

Many came from a middle class family with classical tastes. She studied classics at private schools and was always expected to do well like her brilliant eldest brother, Sir Duncan Wilson, now master of Corpus Christi College, Cambridge. She started off reading classics at wartime Lady Margaret Hall, Oxford. In 1944, halfway through her degree, she went off to do her bit for the war by teaching at Shoreham School for Girls (her only contact with schools before the Oxford High job) and in 1946 was back in Oxford completing her degree in Greats. This was followed by an MPhil and marriage to her philosopher, Geoffrey Warnock.

Mary Warnock then applied for a fellowship at St Hugh's. The women fellows buzzed and hawed about letting a married woman in their fold but eventually they made the break, and in 1949 she became one of the college's first married woman fellows. During the next decade or so she settled down to taking music O level this year and planning so well to arrive in the summer vacations. It is a source of some pride to her that she only took four weeks off work altogether for childbearing.

Gradually she built up her expertise in education. From St Hugh's where she taught philosophy, she was put on to the governing body of a grammar school just outside Oxford and later she was co-opted on to Oxfordshire education committee where she helped reorganize the county's music teaching.

Her passion for music was one of the main reasons for taking the Oxford High job. Why was an outsider offered the job in the first place? The answer is simple. Dame Lucy Suckling, principal of LMF in Mary Warnock's undergraduate days, was then chairman of the Girls' Public Day School Trust (of which Oxford High is part), and she asked her to do it.

Mary Warnock set about reorganizing the school's music department with gusto. She brought in a new music teacher, stopped compulsory music lessons after the second year and made sure that during school hours instruments did so.

It reveals a lot about her attitude. She preferred to see a decent num-

'Her values are of the old fashioned British intellectual, nourished on a diet of Oxford academia.' Lucy Hodges meets Mary Warnock, headmistress, don, and now chairman of the government committee on special education



A very logical lady

ber of good musicians trained than everyone learning music at a low level. And it brought sensational results. There were 20 or so pupils taking music O level this year and 17 doing A level last year. The school now boasts two orchestras and two choirs. Her style as headmistress was typically unostentatious and she set out to have been a controversialist but she has not been. She is known to have rubbed members of staff up the wrong way by her inability to tackle boring details like lunch queue arrangements. But she got on well with the girls. "I found it easier to talk to the children than the staff", she admits. She took up the horn because no one there was playing a brass instrument and challenged one of her most reluctant 12-year-old Latin students to do the same. "Surely there is something you can do better than me", she coaxed. The girl is now going to the Guildhall to study the horn. After six years at Oxford High, Mary Warnock had had enough. She fancied the idea of being a college principal's wife for a bit and writing another book. She had already published two books on ethics in *Ethics Since 1900*, and another on *Ethics Since 1900*, and she wanted to tackle the subject of imagination. It was not long before she was back in the public eye. In 1974

Margaret Thatcher asked her to chair a committee of inquiry into the education of the handicapped. It is not a job she enjoys much. The committee is extremely large—26 members and up to 14 observers. She enjoys all the learning that is involved but finds many through boring, and likens them to examination scripts. She gives the impression that she is easily bored, and there is a certain briskness about her manner that can be chilling. To meet, she can be a bit remote. But her intellectual ability is quite obvious. Her reputation as an educationist is as an elitist, and it is not difficult to see why. She once had a reputation for leaning to the left, but she has been moving right for some time and has chronicled her ideas in a series of highly literate and articulate articles in *New Society* and *The Listener*. In a spirited defence of the rich, for example, she argues that they are the only people who can preserve the raw countryside that is so dear to her heart. The thought of the sanitized, council-designated amenity areas horrifies her. "It kills the imagination," she wrote. "Just as the churches in Russia reduce me to tears simply because they are used only as museums, so houses which use no longer live in fill one with gloom and despair." She invokes such names as Kant, Jane Austen

and Cyril Connolly in her support. Her reasoning is always dispassionate and clear. Her writing is witty and evocative, without cliché or imagery. "I regard it as perfectly all right to buy ready-made bread and suits", she says in another article in which she delves into her snobbish likes and dislikes. "I do not regard it as all right to buy cake mixes or to walk along along ready-made-out walks, to preselected beauty spots." She clearly thinks Britain is going to the dogs and emits heart-felt sighs for the good old days when people were poorer and worked hard and believed in what they did. She suggests we may have to give up our way of life in order to gain a new freedom. A strong ascetic streak runs through much of her writing. Her values are of the old-fashioned British intellectual, nourished on a diet of Oxford academia. She once wrote that she would be embarrassed to sit through *Oh Calcutta* and that she got no aesthetic kick out of a pub rock band playing at a concert. She is restrained and self-denying and lines suspicious. There is something deeply unattractive about the spectacle of someone demanding his own rights. "I was once wrong," like everything else, are well thought out and traditional. She is a meritocrat above all else, emphasizing equality of opportunity and the

DES to check on integration

The DES is to commission research to find out what effect handing crippled children will have on ordinary schools if there is more integration of the disabled. This announcement came from the initiative of Lady Phillips (Lab), peers considered the recommendations of the report of the Snowdon working party on the integration of the disabled. Lord Snowdon argued that teachers are to be back and help, not just to the disabled but to all. "Express your view on the only thing we are going to do with education—was in line with the policy of the DES over many years—that no child should attend a special school if his needs could be met in an ordinary one on the principle that, though in work done in the House of Lords, been embodied in the Education Act 1976.

parliament recognized in suggesting a period of 10 years, it would be a gradual process. Mrs Shirley Williams, Education Secretary, in a recent speech in Derbyshire had explained that inte-



Lady Stedman: "Gradual process".

grated education would need careful preparation and full consultation with L.A.s, teachers and other interests. It should be seen to benefit all children. It was unrealistic to ignore the quality of special education and the conditions that ensured its success. It was not simply a matter of resources. For this reason the DES intended to commission research. The report also called for a higher school-leaving age for handicapped children. The needs of handicapped children were so different that more flexible arrangements should be made for them. On the question of access to buildings used for educational purposes, the DES had undertaken to revise the relevant regulations to embody the provisions of Section 8 of the Chronically Sick and Disabled Persons Act. It would also be preparing appropriate design guidance. In addition, a letter had already been sent to chief architects to say that future plans regarding Departmental approval should provide for disabled persons.

Cuts in clothing grants will keep needy children away

More and more children will be prevented from going to school in Leicestershire if proposed cuts in the school clothing grant are approved this week, according to an open letter of complaint to the County on Monday by the Child Poverty Action Group. Leicestershire is proposing to spend £45,000 on clothing grants next year, less than half what it spent this year although, CPAG says, the number of needy cases has risen by more than a third and there had been no money for families needing grants since November. By December, 3,000 claims had been approved and the education welfare department predicted that at least 3,000 more would have been made by the end of the present financial year. About half of them would have been turned away. Mr Peter Goulding, chairman of the Leicestershire branch of CPAG, this

week disputed the council's claim that the level of the Leicestershire grant was roughly in line with other counties. Neighbouring authorities stipulated a maximum grant of more than £100 for secondary school pupils compared with Leicestershire's maximum of £25, he said. It would require only 1 per cent of it on the rates for Leicestershire to restore the grant to its present level. The tiny amount of cash involved was causing great hardship to thousands of families, CPAG was worried that cases were no longer coming to light because people knew that the grant was drying up. Mr Anthony Davis, deputy director of education for Leicestershire, blamed the cut on the slashing of the rate support grant and said that the overriding priority in education was to maintain the pupil-teacher ratio.

Standards up, but . . . Mrs Williams

The day before Mrs Shirley Williams, Education Secretary, launched the first of the Government's DES evidence-based conferences, the Commons debate on standards in education and the Opposition's attempt to adjourn the House and their disapproval was rejected by 281 votes to 249—Government majority of 32. Mrs Williams said DES evidence showed that standards had improved over the past 10 years though not as much as the department might have wished. The position was highly encouraging but there were some areas of concern. In 1974 the number of illiterates in Britain was estimated as two millions and a half, 88 per cent on a simple basis, were over 20 years of age. It could not have been educated at comprehensive schools. More than half were aged 30 or over. There was no evidence to support the claim that reading standards were lower. There had until recently been a high turnover of teachers; had taken up their time; and the profession of teaching methods had been confusing. The sophisticated critics were unlikely to mention the extent to which popular movements had now estates and new townships do with what was happening in education.

The number of children leaving school with A levels had gone up from 14 per cent of the school population, and those taking five or more O levels or those higher grades had gone up from 9 to 9 per cent of the total age group in the past 10 years. This was no evidence of falling standards. There had been a dramatic improvement in the number of children getting higher grades of O level, from 14 per cent in 1965-65 to 25 per cent in 1974-75. There was evidence of a slight improvement in A and O level pass standards, and a dramatic increase in average grades. Four out of five children were taking some sort of public qualification compared with one in two 10 years ago. Moreover there was less teacher wastage than before. The rate had fallen from 10.5 per cent in 1968 to 6.5 per cent last year which meant a more stable teaching force. Mrs Williams was worried about modern languages. More and more schools were only offering French. The number of pupils taking maths had risen and it was now the most popular subject at O level after English. It was emerging as the other common core subject. Student's interest in maths still had to be encouraged beyond the ages of 15 and 16 into the sixth forms, whether academic or non-academic. The shortage of maths teachers had to be tackled. In some schools, the signs were encouraging. The shortage of maths teachers had taken up their time; and the profession of teaching methods had been confusing. The sophisticated critics were unlikely to mention the extent to which popular movements had now estates and new townships do with what was happening in education.

DES and the council about priorities. She had no desire to make the Schools Council into a rubber stamp for future ministers and officials at the Department. Standards had improved by in-service and induction training. There should be individual monitoring, which was not the same thing as setting national tests. Her Majesty's Inspectorate would shortly be making a study of primary and secondary schools. Mr Norman St John-Stevens, chief Opposition spokesman on education, referred to the anxiety and dissatisfaction of many parents with the education their children were receiving and the fears of employers and unions that young people were not being equipped for the needs of a twentieth-century industrial society. What mattered was that the right policies were followed. Mrs Williams was a great improvement on her predecessor. The flaw in the crystal was the continuing vendetta being waged against the grammar schools and the obsession with secondary re-organization. It was totally inconsistent with a policy of promoting high standards to destroy good schools. It could therefore only be a tragedy if she thought she could climb into No 10 over the dead bodies of the grammar schools. The Secretary of State must get her priorities right. The budget had been cut by £1,200m, the severest in the history of English education. She should look for economies in administration and local authorities should be given back responsibility for school meals and transport. Mr St John-Stevens asked whether the time had not come for teachers and heads to be on fixed contracts.

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'Lamentable' system hampers careers staff

Allegations that careers teachers were untrained and usually drifted into their jobs were made last week by Sir Edward Britton, one of the managers of the National Foundation for Educational Research. The claims were made in his evidence to the education sub-committee of the House of Commons on Monday. Miss Janet Poole, chairman of the committee, which is looking into standards of education appointment, said she found Sir Edward's remarks very alarming. He told the committee: "It is the system that is at fault, not the teachers. The emphasis on the academic side of education means that the job of the careers teachers, although increasing in importance, still has little recognition in the schools." Sir Edward, former general secretary of the National Union of Teachers, also complained of what he described as "a lamentable lack of coordination" between careers officers and careers teachers. "The careers teachers know the jobs, but it is very rare for the two to get together". Many children were choosing to specialise in subjects at 13, without the least idea of the career implications of what they were doing, he said. Educational guidance should not be given without the presence of an expert in vocational guidance. Asked whether careers teachers should not go out to meet employers rather than act through intermediaries, he said: "The only way to do this is to have a mixture of training, including a mixture of traditional and modern mathematics, and the use of languages, plus more practical elements appropriate to an industrial and commercial environment." He accused teachers of failing to take advantage of the extra schooling in the religious education leaving age. It should be used to impart knowledge related to industrial and business world. Instead of testing completion of Lamb's essays, pupils would be better employed writing business letters, he said. The difficulty that teachers do not have is experience of that world. Some of the teacher training is inappropriate to the main aim of higher education and all teachers should have spent working outside education.

Law 'flagrantly broken' over RE specialists

The extent of the shortage of religious education specialists in secondary schools would be known from a sample survey of staffing to be carried out this autumn, the House of Lords was told last week. Education Lord Donaldson, Minister of State for Education, said the survey would cover the composition and characteristics of the teaching force and how it was deployed. He also looked at curricula and organization. The Earl of Longford was convinced that the reason the religious education specialists in many schools was the shortage of religious education specialists. The law was being flagrantly broken on a wide scale, he maintained. Lord Donaldson emphasized the importance of studying the Bible. People did not have to be made to believe in it, but at least they must have read it and know what was in it. The Government had no present intention of modifying the religious education clauses of the 1944 Education Act. There had certainly been changes in people's view of religious education. It was no longer always regarded as the inculcating of sound Christian belief, but was coming to be seen as a study of the non-material things of life, with special emphasis on the Christian tradition. For a number of reasons, the practice of appointing specialist teachers was slower to develop in religious education than in other subjects. The role of religious education specialists in secondary schools gathered momentum from the late 1950s and the number had grown since then. However, the problem had been keeping pace with rising demand for specialist teachers. The shortage was outstanding rather than something new. The prime responsibility for meeting the statutory requirements lay with the local authority. The Inspectorate was willing to advise on these matters and where it appeared that religious education was seriously inadequate it would certainly draw this to the attention of those concerned. It was impossible to prove a breach of the law by suggesting that too little time was given to religious education. It was no longer always regarded as the inculcating of sound Christian belief, but was coming to be seen as a study of the non-material things of life, with special emphasis on the Christian tradition. For a number of reasons, the practice of appointing specialist teachers was slower to develop in religious education than in other subjects. The role of religious education specialists in secondary schools gathered momentum from the late 1950s and the number had grown since then. However, the problem had been keeping pace with rising demand for specialist teachers. The shortage was outstanding rather than something new. The prime responsibility for meeting the statutory requirements lay with the local authority. The Inspectorate was willing to advise on these matters and where it appeared that religious education was seriously inadequate it would certainly draw this to the attention of those concerned. It was impossible to prove a breach of the law by suggesting that too little time was given to religious education.

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In all the arguments about bussing and positive discrimination there is an underlying assumption: the education of blacks lags behind that of whites and must be improved. This has been a truism for so long in America that people are apt not to see how much progress has been made in the past few years. Equality of opportunity has at last been firmly established in law, if not in fact. The struggle now is not for black access to education, but access to quality education.

The statistics look impressive: the proportion of college students who are black has doubled since 1964 (the year when the Civil Rights Act was passed) from 5 per cent to nearly 10 per cent. Black school-leavers now go to post-secondary education at roughly the same rate as whites. Between 1970 and 1976 the enrolment of blacks in all public and private institutions grew by 56 per cent—from 522,000 to 814,000. Figures for all races in the same period showed a gain of only 19 per cent.

But these figures say nothing about quality. Blacks tend to be increasingly concentrated in the lower-cost less selective institutions, while major graduate or research institutions are most likely to be found in community colleges, or in historically black four-year colleges.

At the top end of the scale the number of blacks going on to do research is still very small (and therefore is still very special government encouragement) comparatively few black teachers are being taken on by universities; and the other end for more black pupils drop out of school than whites.

At a discussion of quality in black education must begin at school level. It is here that the difference is most telling, and the quality of school education inevitably determines the numbers going on to the best universities in America.

Schools were the original battleground for civil rights: the landmark decision in 1954 by the Supreme Court making separate school systems for blacks and whites illegal was the battering ram used to tear down all forms of public discrimination in America.

With very few exceptions blacks attend public schools—that is, publicly controlled schools. Increasingly they attend public schools in city centres where blacks in the north are mainly concentrated. Three factors therefore have an immediate de-pressing effect on the quality of black schools: the general shortage of funds for inner urban public schools; the creaming off of white public schools in the suburbs; and the generally run-down condition of city centres and the consequent vandalism and violence in the schools themselves.

The remedy to these three inter-related problems is said to be bussing: to get educated in better buildings and to bring in white children to give a racial mix and, presumably, an academic levelling to the inner city schools.

As a noted black columnist in the Washington Post said recently, advocates of the method "have lost sight of the aim and justification, which is to improve the quality of black education.

The connection has falsely arisen in many people's minds that a concentration of blacks necessarily means the quality of education is poor. Historically this was certainly where there was a dual system of education less money was spent on schools for blacks, and opportu-

Michael Binyon reports from the States on a shift of emphasis in education



Black schooling now it's quality that must count

For further education were deliberately restricted on the basis of the Supreme Court's overturning in 1954 of the legality of "separate but equal" education. Separate, the court decided, was inherently unconstitutional, and therefore unconstitutional.

The real connection today, however, is not between race and the quality of education, but between a poor environment and academic failure. Two examples illustrate this. Washington has almost the highest black population of any major city in America, and its public schools are 97 per cent black. Yet in one area—known as the "Gold Coast" because of the concentration of well-to-do blacks—there have been all-black schools that were academically outstanding. They were strongly opposed to integration, if it meant, as it has, the influx of poor, less-motivated white children. The schools have since lost their reputation.

Another example is in Georgia where a government-financed private educational school, Boggs Academy, has an enviable record of academic success. Boggs does not draw on children from wealthy backgrounds, but it has a 70-year reputation for hard work and dedication, and traditionally sends most of its leavers on to college.

There are exceptions, however—however objectionable—holds good that where there is a concentration of blacks, the quality of education is below average. Efforts at improvement have therefore concentrated on the inner city school system. The federal government has done much with a series of targeted programmes: aid for disadvantaged areas; programmes to encourage reading; opportunity grants for students; and so on.

Australia Aborigines to get free training

A scheme to provide special trade-training for Australian Aborigines begins this month. Sixty aborigines are to be trained in the NSW trial in 1976. 55 finished the courses and most of them have found employment in their chosen trade.

Unemployment among aborigines is currently 35 per cent compared with 5 per cent for the community as a whole.

One critic of the plan is Mr. Harry Hall, a member of the National Aboriginal Consultative Commission. Mr. Hall claims that trade-training often fails to achieve the desired effect because of a lack of further training, with the result that graduates find themselves exploited and only half-trained.

Others want to teach in big cities because of the breakdown of discipline. Another handicap to blacks in school is testing. Blacks do not do well on standardized tests. This, it is hotly argued, is because the tests themselves are biased in favour of white middle-class values. Tests also take no account of the significant variations in the language as used by blacks.

Despite these handicaps at school blacks have been going on to college in increasing numbers. They have been helped by federal student grants and loans, and scholarships at private universities, which try to remove the biggest obstacle to higher black attendance: lack of money and social pressure, especially from families, to get a job as soon as leaving school. Colleges have also made special efforts to look out potentially good students who had not thought of applying.

But the question is again one of quality. There are blacks at Harvard and Stanford who have performed well without any academic concessions being made. But other universities have managed to raise the number of black students only by a system of concurrent compulsory education.

This has not always been successful, and has been attacked by some black intellectuals as mismatching the students with the institution, encouraging blacks to apply to universities with a higher academic standard than they can cope with.

Compensatory education is expensive, and contributed to the high cost of the City University of New York, which has been forced to abandon it. It is also increasingly unpopular because the drop-out rate among those admitted under such a scheme remains depressingly high.

For blacks the search for quality in higher education presents a dilemma. One half of all degrees awarded to blacks are from the 100 odd black colleges, which were the only institutions in the days of segregation blacks could attend.

Though never well-off, and without much outside support, they have done a remarkable job in educating blacks who have not had strong school backgrounds. They have survived in difficult times, have done much to foster black consciousness, and evoke strong support from the black community.

But their academic standards are not always high. And they are now in some difficulty over their role. Should they remain predominantly black? How can they keep their teachers, the best of whom are being tempted away by lucrative offers from more distinguished universities? In many cases their legal basis as all-black institutions is shaky at a time of desegregation programmes available. Expenditure per pupil is now \$200 a year, whereas it was eight years ago \$100, considerably above other schools in the school district.

In the northern urban areas, ever, black control has not made much difference. Washington has been plagued by accusations of maladministration by the board, and black officials in New Orleans and Atlanta have not had more success than whites in raising academic standards.

In the end it is the quality of education that will make the difference. Here again schools are handicapped. The financial health of many cities can deeply into special programmes. New York has had to sack thousands of teachers, allowing teaching and curricula to deteriorate, and cutting programmes where they now tend to be concentrated, rises significantly.

Renewed interest is being generated in the up-to-date Kirov District combine in Riga, the Latvian capital.

But the combines have their problems, too. Some industrial ministries have failed to give orders for the implementation of the decrees, and managers have adopted a wait-and-see attitude. Sometimes the firms lack training to put across their knowledge effectively.

Sometimes timetabling has proved a problem. The school curriculum has been interrupted by the loss of study and military training; and the combines themselves are not always geared closely enough to the local job market.

States relinquish hold on education policy

from A. S. Abrahams

BOMBAY
The Constitution (44th Amendment) Bill became law recently. One of its 59 provisions concerns the transfer of education from the State to the Concurrent List (TES, June 25, 1976). The Constitution sets out three lists of subjects. One, the Union List, is within the exclusive legislative jurisdiction of Parliament. The second, the State List, is the sole concern of the provincial legislatures. The third, the Concurrent List, is the joint responsibility of both Parliament and the provincial legislatures.

However, a law made by the latter concerning any subject in the Concurrent List will be inoperative if it is "repugnant to" any part of a law on the same subject made by Parliament. So now in education, as in other areas within the Concurrent List, Parliament, that is, Mrs Gandhi's federal government, is supreme.

The significance of this change is not merely legal or narrowly academic. The panel appointed by the Congress Party to propose major amendments to the Constitution had originally suggested the transfer of both agriculture and education from the State to the Concurrent List. But when the party met a few months later to consider the panel's proposals, it was decided to let agriculture remain a State subject.

Agriculture, the primary occupation in the country, is an important—politically, financially, electorally—for the states to relinquish ultimate control over it to New Delhi. So has education been, even if never quite as much as agriculture. When a decade ago, the federal government tried to make education a Concurrent subject, every state but Punjab resisted what was regarded as a move to curtail regional powers.

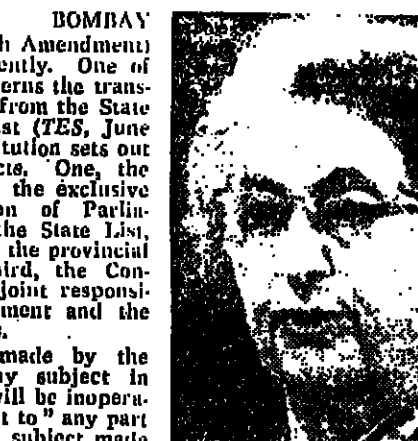
In the present situation, however, which has seen the emergence and is witnessing the consolidation of a federal authority, the states have bent with the prevailing wind. They have felt it necessary to give up some powers to be able to retain others.

What is the new scenario in education going to be like? State legislatures (particularly when they are dominated by the same party that dominates Parliament, which is the case at present) are not likely to try to defy New Delhi by passing laws which Parliament will render void by passing counter-laws.

What will probably happen is that the provincial governments will be inhibited about legislating on education in the old individualistic, idiosyncratic way and will more willingly comply with federal "requests" to pass only such laws as will help to form a nationally cohesive and relatively uniform educational pattern.

There will be some specific issues which may well be hammered out through discussion at the all-India level between the federal and provincial governments. The actual legislation may then be left to the latter to pass.

Another feature of the new dispensation is that existing national coordinating agencies like the Central Advisory Board of Education, the National Council of Educational Research and Training and the University Grants Commission will be able to wield much greater influence than in the past.



Mrs Gandhi: in control.

With education a concurrent subject, a kind of informal "control" not deliberately applied by any central authority but built into the situation, will ensure that compliance with federal policies and plans will be smoother than hitherto. If, for example, the CABE—the principal federal forum for formulating national education policy, which includes representatives of various educational interests as well as the federal and provincial education ministers—were to try to make provincial governments spend much more money on school, particularly primary, education and less on secondary and higher education, its persuasive powers would be reinforced by the knowledge that Parliament could legislate to make them conform if they refused to agree.

In the end, however, whoever has the right to make laws and which-over side, the federal or the provincial governments, has the last word, the educational system will not be more than marginally altered by constitutional amendments alone.

It is becoming more and more irrelevant and unproductive, it entails massive wastage and stagnation, its coverage is severely limited, the resources available to it are meagre and unevenly distributed, it buttresses a blatantly unjust and exploitative society, it does not offer equal opportunity since access to it is still determined mainly by wealth and it is turning out thousands of graduates of them unemployed, many of them without employable skills, their expectations raised only to be frustrated.

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THE TIMES
Educational Supplement

A good school 'recklessly discarded'

Sir.—In March, 1951, you took up the case of this school in its dispute with the then London County Council concerning its status and its future. You referred to St Marylebone as a school "open to every kind of buy, and an integral and long-loved feature of the social landscape of the district". That particular struggle was won and the school's voluntary status established.

The intervening years have seen various attempts to change the character of the school and these we have consistently resisted. It is the character of the school that we cherish and this, we believe, need have nothing to do with going comprehensive. It is the form any spirit that emerges from any change that counts.

We opposed an attempt to create an eight-form entry school on three sites; even if a purpose-built school had become available eventually, it would, we thought, be too late and certainly too large. A few years later the ILEA revised its ideas and proposed a six-form entry school on one site. The scheme had definite advantages compared with the previous one.

An intensely school with a total roll of about 100 will seem rather large but the prospect of a single, unified site and the promise of new buildings to give reasonably comfortable accommodation were an encouragement to preliminary planning between ILEA, Rutherford School (our prospective partners in amalgamation) and ourselves.

Within a few months, however, other, less attractive, factors began to emerge. The single, unified site would in fact be divided by a complete street through the middle; further, lesser enclaves would assist the process of destroying unity and subtracting from space. Extra building would have been minimal and from consultations there appeared a picture of a "new" school that would begin its existence with the same problems of space that the same smaller schools had tolerated separately.

These factors, together with our original doubts concerning size, chiefly influenced our decision not to advise our parents' association against taking legal action to prevent or postpone amalgamation.

In addition, while the decision on amalgamation was still to be taken by the Secretary of State, the ILEA had itself created or discovered what has come to be known as the mini-comprehensives; this appeared as the preferred solution; to the ILEA we were making a thirteenth hour bid to avoid amalgamation. In a way, of course, the change is true; we did wish to preserve the existence of a school that had served the community well but it was the ILEA that had suddenly offered the means.

We could not promise success, but some 40 other selective schools were being given the opportunity; we were willing to engage our experience and our reputation to produce at least as good results as the others. In our case the ILEA said no; we were too late with the suggestion—which we could hardly have made any sooner—and, as everyone knew, our premises were not suitable. The school population of London was rapidly to such an extent and so rapidly that only an immediate decision to close St Marylebone Grammar could now save off disaster.

The population argument cannot be denied as an overall picture of what is happening in London but it is perhaps interesting that the ILEA is presently showing an increase in population. That our premises are not up to standard seems a strange assertion when, as recently as 1974, they would have formed an integral part of the school then being proposed.

Our governors, whose duty it is to inspect and report on the state of the premises—as on the space available to us—have never produced a critical comment because they know as we do that the situation is no worse at St Marylebone than at many London schools. The governors did not contest, and would not even formally regret, ILEA's decision to close the school.

The staff submitted to the governors' interim meeting a resolution pointing out that, in the absence of indications to the contrary, the staff had supposed that the governors were satisfied with the work and conduct of the school and invited them to join the staff in opposing the closure of a school that had contributed and was contributing so much to the academic, cultural, social and sporting life of the community. The resolution was ignored and not even minuted. When the Secretary of State finally signed the closure notice our governor declared publicly how pleased she was.

We still believe that a school that has a united and hard-working staff, who are willing to give their best to the London education system, that is annually producing good results and happy pupils; that is widely respected in the locality and that has worked for nearly 200 years to the benefit of all kinds of boys, has also qualities that cannot in these days be so lightly and recklessly discarded.

E. MCNEAL,
Secretary of the Common Room,
St Marylebone Grammar School,
London, NW1.

LETTERS

Sir.—I am neither an egalitarian nor a holder of millenarian views," proclaims Mr Boyson (January 28). "Some of us are better than others, luckily," he might have said.

Ruth Garwood-Scott and Tony Woodcock (February 11) see signs of hysteria in Geoffrey Woollard's letter calling for the education spokesmen's replacement.

Funny, it seemed sensible to me. I was glad that a man of standing in your columns could bring himself to write such a letter. I am interested in boundaries, edges, acceptance and excommunication. I am for Shirley and Norman.

H. MINCHLIFFE,
252 Smith House Lane,
Halifax.

We had an intimate chat

Sir.—Thanks for giving the Youth Charter for the Year 2000 conference the coverage you did (February 4). We would like, in this context, to add our very personal addendum to what you have written.

Regarding the conference, a number of positive gains were made. This is especially true of the work which went on every afternoon in the workshops. With 30 different aspects of living in our society under discussion, these gave the young delegates the opportunity to let their voices be heard.

On issues stretching from secondary education to young people and handicap, and from young people and politics to the role of employment, the conference went a long way to providing the flexible situation in which young people could participate in the decision making process. The comment in your story, that "young people poor scorn on the elders' obsessions" may serve to emphasize the less important side of the conference.

The steering committee did make mistakes in structuring the programme, especially as far as the amount of time given to key speakers such as Heath and Wilson was concerned. It admitted that and during the week the young delegates, through their hard bargaining, transformed the conference into something more valuable for themselves as a party group, perhaps, and we hope more useful in its "output" which will be published at the beginning of April. This book will record the main points raised and we would hope that attention will be paid to the work of the working party groups.

Returning to our individual experience of the week, the group in which we participated concerned itself with alternative life styles. The convenor was Nick Carter, formerly of BIT, and the whole experience was an exhilarating one for those concerned. Unlike most group leaders, Nick managed through his own eccentricity to create an atmosphere within the group which was conducive to the young delegates contributing their ideas regarding the sort of society that they would like to see at the end of the present century.

From the afternoon sessions, the whole group learnt more about the sensitivity which is required to obtain a participatory forum. A flexible and intimate setting for any hollow promises of establishing youth councils or youth forums. Maybe the ideas expressed by our group will be too strange or extreme for many people who read them, but we would like to emphasize that this was a manner in which we met, which could, and did, participate with, at least for us, the most important part of the conference.

Our thanks to the steering committee who provided the setting in which our group could meet. The main auditorium may not have been an easy place for the voice of youth to be heard, but in our working party group, at least, the importance of the individual contribution was held sacred. Even this is a large step forward in our present society. ALAN DEARLING and six others, Members of Youth People and Alternative Life Styles group, Dollis Hill, London NW2.

Up with Shirley and Norman...

Sir.—I have not too many people will be taken in by Rhodes Boyson's apparent reasonableness in his (January 28). Those of us who were caught up in the debacle of Tory policy on education are somewhat cruder than his smooth advocacy suggests.

However, there are enough clues in the article to ensure that all Tory future would be life. Beyond the slogans (parental choice, open schools, freedom) and the ostensibly open call for statistics there lies a determination to preserve existing conditions, while adding to it a new and more acute elitism.

The article contains much dubious argument. First, Boyson traces the Labour Party's being taken over by dogmatism with a "barran inhuman creed". No names are given, and the reference is kept deliberately vague but are TES readers ready to believe in dogeyism?

Second, Boyson traces the results like to have a league table of schools, and call that healthy competition. But this is simplistic; anyone seriously involved in education knows that it is difficult to compare schools as "a league table".

Third, Boyson argues that local authorities are the bastions of democracy against big government, forgetting that national government is also subject to elections, and that the rate support system empowers local government to a considerable extent. Agate, look at Tameside and it is obvious that dogmatism, arrogance, bullying and sheer incompetence are not confined to Whitehall.

Finally, there is considerable (and I believe, deliberate) confusion about whether Boyson believes in an educational system or not. When policies he does not like are put forward, these are assumed to act against variety and freedom; on the other hand he is quite happy to see the Tories' ideas for a national system of monitoring and assessment, a core curriculum, and a scheme of supervised schools (modelled, interestingly enough, on the practice of a totalitarian society, the Soviet Union).

We have a lot of problems in secondary education, academic and social, but we will only be able to tackle them properly when the debates about organization is over. Selection at 11 was neither educationally viable nor socially just.

Boysonism is a recipe for more years of battle, and more years of chaos. He uses the classic Tory slogans to win support, but the real principles are privilege, elitism and selfishness. I know whose policies I regard as "barran, stagnant and inhuman". It is not difficult to see Rhodes Boyson as the new Gradgrind and the Tory future as "hard times".

J. E. SHARP,
The Mall,
Stalybridge.

One man cannot destroy the Tory cause

Sir.—As a Tameside troglodyte and Conservative I hasten to assure Geoffrey Woollard (Letters, January 28) that Dr Boyson represents more than the cave-dwellers of my ancestry; since Tameside is no educational backwater.

Changes in attitudes are occurring with or without the help of Dr Boyson, which are welcomed by teachers and judging by my own experience, the majority of parents.

The "five-year children" in my school are an unselected intake in an exam school and I have reason to believe that Dr Boyson's concern over primary school standards is ideal we might do well to encourage.

C. WOODFIELD AVENUE,
Hyde, Cheshire.

Is this democracy?

Sir.—In the interest of truth and justice I should like to reply to your speech made by Mr P. Jarvis in Uverston, reported by Mark Vaughan in *The TES* of February 11.

I am a teacher at Little Ilford School and am present suspended from the NUT. I have no connection with Rank and File or any activist group either of the left or right. I am concerned with the penultimate paragraph of the article referred to above.

As an NUT member I have received no communication from the local association or from Hamilton County regarding "events during the year", so I do not know to what Jarvis is alluding. I have taken no unofficial action of any sort. Yet I am suspended from union membership. Not only have I lost the right to attend meetings, the right to vote, and indeed the right to inform my fellow members of my plight, but I have also had the legal cover of the union withdrawn.

A number of others are in a similar situation, including one who was once leave at the time in question. None of the suspensions was imposed for taking unofficial action between GCE and CSE examinations. The charge in all cases was a refusal to sign and return within a few hours a document which included an undertaking as to future conduct.

I believe in democracy, which is based on the rights of the individual. I joined the NUT to safeguard those rights. As a member of the union I recognize that the officers of the union can ask me about my past conduct as a teacher, but I do not recognize that they have any right to force me to make promises about the future.

I have not broken union rules. I do not anticipate breaking union rules. However, I am not prepared to give any undertaking which every member of the union does not have to make. In my appeal against suspension I made my position perfectly clear, yet the appeal was rejected. In my opinion this is utterly unfair.

As general secretary, Mr Jarvis must be fully aware of my situation, so his statement that "It was regrettable that NUT members... who had taken unofficial action, had had to be disciplined" rings somewhat hollow.

JULIA GALLAGHER,
Little Ilford School,
London, E12.

Different does not mean worse

Sir.—I was interested to read your article in the *TES* (January 28), which seems to concentrate on two aspects: fears about the academic standards and the relate education to the requirements of a late twentieth century.

The Great Debate on the schoolmaster was concerned with the development of English. I have long been a supporter of GCE O level English based examination represents a workmanlike examination which interests the one hand it is a basic requirement for all types of higher education on the other the pass mark is nearly every while collar job.

It is this asked to give what these rationalized establishments can provide across the ability range. First, we can offer because of economies of scale, realistic courses, skills of the language, and the known demands of illiterate undergraduates and local employers (I say "known" as at High Pavement we have gone out to ask employers, courses which will complement, and not usurp, the vocational courses already offered in Nottingham).

As I believe specific examples are more convincing than vague claims, I tried within the limits of my College and from which the majority of our students have been successfully placed:

O level bridging science course—where 11 to 16 schools offer integrated science courses, to enable them to study the separate science disciplines: chemistry, physics, biology. Nursing and allied fields course—aimed at students with interests in community care careers; nursing (general and psychiatric), nursery nursing, pre-residential care, care of the elderly and handicapped. This course incorporates Mode 1 of the City and Guilds of London Institute Certificate (soundings course) in Community Care 689 and/or offers five O levels—English language, English literature, human biology, nutrition and cookery and sociology—plus one day a week practical placements and related speakers/visits.

O level course from a range of 13 subjects which may be combined with placements above.

Additionally A level students are offered courses on a basis of three As or two As and a GCE or one A and Os plus practical placements as above.

All our courses are consciously planned to lead to higher or further education or specific career outcomes. Sixth-form colleges, as Tom King, of Clarendon House School, Nottingham, pointed out in last week's article, need advance publicity.

JOYCE M. FOGG,
High Pavement College,
Gainsford Crescent, Nottingham.

Error of fact

Allow me to correct an error in your article by Stephen Cohen (February 11). The statement that the East Midlands Examination Board "does not provide the CEB" is false and potentially damaging to the board.

My reporter had checked the board and has discovered that the board has offered experimental examinations in connection with the proposed Certificate of Extended Education since 1974 and that a considerable amount of development work is currently being undertaken on the board's subject panels and examinations.

J. RAMSDEN,
East Midlands Regional Examinations Board.

Calling the profession to account

It may perhaps be objected in some quarters that I am not an educationist, comment on Douglas Holly's article "Whose school, whose control?" (February 11).

There is an unargued assumption that teachers are entitled to be consulted on their own profession, and to use their professional skills to further a social revolution. All of us, in our working lives, would like the opportunity to have a personal vision, but most of us are constrained, quite properly in my opinion, by externally imposed obligations—in the institutions we work for, to the people we serve—and the expectations of our profession. In a vacuum, it must be said, to the needs of its customers, to the expectations of those who finance it. If the state is to move towards greater control of the education system, it is because the objectives and general performance of the profession are not in accordance with what people require. To an outsider, the most impressive and perhaps the most disturbing aspect of its implicit rejection of any obligation to be responsive to external, democratically expressed, requirements on the system, and to the individual needs of the pupils who pass through it.

"A return to self-respect to ordinary people" will be best achieved not by an amorphous process of "cultivating the interests of parents and pupils in the basic nature of learning" in the interests of a social arm but by ensuring that children when they leave the schools are equipped with basic skills which will allow them to find and keep jobs in an increasingly complex environment; and in general to face competently the real problems likely to confront them without ideological brain washing.

I support a degree of autonomy at the level of individual institutions, partly because any centralized pattern rigidly imposed is unlikely to meet the needs of particular circumstances and partly to encourage experimentation. The price of this, however, is an even more sensitive responsiveness to the interests of the individual child and to the desires of parents in the locality and of taxpayers.

We simply cannot continue to permit the teaching profession to engage in a personal kick based on political premises rejected by most of us, with considerably less responsibility to a wider environment than that which would be imposed by law and prudence on the boards of public companies.

B. D. GREENMAN,
29 Kidbrooke Grove,
London SE3.

LETTERS

Making maths live

Sir.—Mrs Williams is now reported as saying that all intending teachers will have to have O level mathematics. With O level syllabuses as they are, this may well turn away from teaching many able and intellectually honest people who will have no truck with a course which for its last two years seems irrelevant outside the mathematics classroom.

The first need is a drastic revision of syllabuses for O level elementary mathematics, so as to aim primarily at a terminal examination in these not expecting to pursue the subject to a higher level. It should develop ability to apply mathematical thinking to real life instead of being a preparation for sixth form mathematics—that should be the purpose of additional mathematics which most examining boards provide.

This is not the place to describe a syllabus in detail, but the course should at least emphasize the wider aspects of numeracy by developing the power to analyse and interpret quantitative data and to build simple algebraic, graphical and geometrical models of concrete situations. It should deal thoroughly with ratio and proportionality and with relative magnitudes and approximations.

Geometrical ability should be developed through the appreciation of spatial patterns and simple arguments based on them, and there should also be some elementary treatment of probability and algebraic structure, some of most of the elderly and handicapped. This course incorporates Mode 1 of the City and Guilds of London Institute Certificate (soundings course) in Community Care 689 and/or offers five O levels—English language, English literature, human biology, nutrition and cookery and sociology—plus one day a week practical placements and related speakers/visits.

O level course from a range of 13 subjects which may be combined with placements above.

Additionally A level students are offered courses on a basis of three As or two As and a GCE or one A and Os plus practical placements as above.

All our courses are consciously planned to lead to higher or further education or specific career outcomes. Sixth-form colleges, as Tom King, of Clarendon House School, Nottingham, pointed out in last week's article, need advance publicity.

SEAMUS DUNN,
JAMES PRETTY,
New University of Ulster,
Coleraine.

Three cheers for DES

Sir.—I read the piece by Robin Macdonie (February 4) on the training of music teachers with some very interesting. The Gullbenkian Committee deserves our support for its attempts to arrive at a broad view but this meeting seems to me to have been a bit of a shambles. We have been trying to do precisely what contributors to this meeting were asking for during the last 28 years and reckon we know something about the business.

There is now a piece of very good news which many of your readers will wish to hear. The Department of Education and Science has at last agreed that holders of specialist music qualifications can be recruited alongside graduates for our special one year course. For the last two years we have been very worried that the DES instruction to count non-graduate one year students alongside three to four years entry would lead to a drastic reduction in the number of highly competent musicians entering the schools. The new DES policy will ensure that the good performers, many of whom do not take degree equivalent qualifications, will still be able to train for teaching. I am delighted to call for three cheers for the DES.

A. S. DAVIES,
Principal,
Bretton Hall College of Education,
Wakefield, Yorkshire.

Don't cut what is free

Sir.—It has long been a justifiable cause for regret—if no worse—among educational broadcasters that so little attention is given to the proper exploitation of the broadcast resource in either initial or in-service training of teachers.

Teachers could receive more help and guidance than is at present normally offered in courses of initial training and in courses of in-service training," so said *Survey of the Use of Broadcasts in Schools* carried out by HMI Inspectors as long ago as 1970. The same report described the service provided by the broadcasters as "an educational resource which is indispensable to schools".

We do not underestimate the delicate and invidious task faced by those who had to decide which colleges of education would have to be closed. Nevertheless it comes as a surprise to see prominent among those marked out for closure, some of those few, exceptional, colleges who offer their students advanced courses in the classroom use of educational broadcasts. One cannot fairly dispute the need for cuts (though one wonders whether the surveys need have been quite so brutally insensitive in the past the forecasting services of the Department).

But if present hard times as well as dwindling future needs are good reasons, one would normally expect rational measures to aim at assuring maximum benefit from diminished resources. The belief that school broadcasts, when skillfully used, markedly enhance the educational quality of what teachers can do, is not limited to those with a professional axe to grind. In their programmes for schools the two national educational services are giving the educational system a virtually free subsidy, without strings, to the tune of several million pounds a year.

Steps that jeopardise the best exploitation of this free resource are a false economy redolent of crude quantitative, in place of qualitative, thinking. We are sure our new Secretary of State has no ambition to be remembered in Miltonic terms as "the blind Fury of those who, with the abandoned shears", One who offers their students advanced courses in the classroom use of educational broadcasts. One cannot fairly dispute the need for cuts (though one wonders whether the surveys need have been quite so brutally insensitive in the past the forecasting services of the Department).

J. WELTMAN,
Acting Head,
Educational Programme Services,
Independent Broadcasting Authority.

Give credit where credit is due

Sir.—I do not understand Frank Barr's criticism of my piece on the Huddersfield School of Music. It accuses me for singling out for public comment one member of the polytechnic staff. So I did.

I mentioned by name only the head of the School of Music, and wholly for praise, and I am sure that folk in education who believe that an individual should ever be given the credit for his achievements, even when he is about to retire, but it is not a view I can accept. I admit that I quoted the published work of another member of staff, but only because of the elegance of his expression of an educational philosophy I fully accept. What is wrong with that?

GERRY FOWLER,
House of Commons.

It is time to pay teachers' widows

Sir.—I was amazed to read in the letters ("Plus and Minus", January 28) that Ms Main's mother receives a pension as a teacher's widow. My mother, aged 84, also a teacher's widow, receives precisely nothing.

My father had made contributions from 1911 until 1955 Army service 1914-18; for the last 19 years he was head of an elementary school of 210 pupils. On his retirement, he received a pension equivalent to half of his salary (calculated on the average of the last five years); this was subject to income tax, and the net result was £33 a month.

When he died in 1965, the pension ceased. My mother was left to manage on the state retirement pension and their savings (value by now minimal, of course).

This state of affairs has always enraged me, particularly when I consider that the teachers' Pension Fund has a surplus of (1973 figures) £26m.

Why cannot some of this be paid to widows, in return for at those 40 years of contributions? Surely the time has come for an amendment of the regulations.

AUDREY MARX,
13 Gordon Road,
Chingford,
London.

The pen is mightier...

Sir.—It is my common experience that even pupils of reasonable intelligence make frequent copying errors in written work. Many of these mistakes appear to be due to hurried, inaccurate reading and the loss of the habit of automatic checks as the writer continues work.

May I suggest that progress is possible with the reintroduction of the pen and inkwell. Such devices in order to be dipped.

D. G. APPLIN,
Head of Biology,
Plasnet School,
London, E.6.

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Too little, too late

Just before the Geneva talks broke down, Adam Hopkins went to Rhodesia to look at the education of its African majority. His report highlights some surprising developments in a system still grossly impaired by racial discrimination

African education in Rhodesia does not conform to stereotypes. Through many parts of a system grossly marred by lack of money, there runs a genuine progressive spirit. An outsider does not know whether to be more struck by the shortage of secondary and vocational education or the excellence of the work in some of the schools and colleges.

But before looking at the paradoxes of African education it is necessary to take a deep breath and lodge three concepts firmly in the mind.

● The European school system and its administration are entirely separate from the African (though the technical colleges and university are multi-racial).

● Ten times as much is spent on a European as on an African child.

● Africans are scarcely represented in the present political set-up. Their educational system is imposed, not chosen.

These are the most obviously unjust aspects of education in Rhodesia, and they pervade almost any discussion of the issues. All are the product of racial discrimination. If, however, one could mentally conjure up a black Zimbabwe, it would be clear that many of the same conditions apply as in other developing countries. Leaving discrimination aside, the overwhelmingly important fact is the country's population growth—3.6 per cent a year, with the population doubling in 18 years.

At present the Smith Government spends about 2 per cent of the gross national product on African education—considerably less than the average education budget of 3.4 per cent in developing countries quoted in UNESCO figures for 1970. (The figures are not quite comparable, however, since African higher education comes under the budget for European education—they also exclude the Government's spending on the tiny minority of white children.)

At primary level the government undertakes to provide places for all those within reach of a school who turn up and pay the fees—about \$20 a year in primary day schools (\$=90p). But there are other costs such as uniforms and loss of the child's labour as a herdsmen in cattle-rearing districts. Secondary education, which is mostly at boarding schools, costs about \$100 a year.

So far as anyone can tell, about 80 per cent of seven-year-olds enrol in grade one. Half of this number has dropped out by grade seven (see table). The main reason is probably the cumulative effect of the fees on families with many children. Each year the primary system is growing by about 45,000 places, but this is not fast enough to keep pace with the growth in population. Every year, therefore, the number of children who do not go to school is growing.

The standard of education provided in the primaries is often excellent. One of the biggest problems, however, is that the Smith Government has been attempting to pass the administration of the schools to unwilling and inexperienced African rural councils. These have been

extremely slow in finding the money to pay for supplies. Last December, for example, more than half the African rural councils had been blacklisted by the Rhodesian Booksellers' Association for failure to pay their bills. This will probably sort itself out in time; meanwhile the children will suffer from shortages of supplies.

The biggest problem of all, however, is that there are only enough places in school for 22 per cent of those who finish the primary obstacle race. This makes the later years of primary education desperately competitive. Children who fail to make the grade are considered both by themselves and their parents to have "failed" their whole primary education. That they are not allowed to try again is a source of enormous bitterness. African parents hunger for secondary education for their children, and at the moment that appetite rages unsatisfied.

Eleven years ago, the Government announced what seemed an easily attainable target—some form of secondary education for 50 per cent of primary school leavers. Though the secondary system has expanded from 26,077 to 40,686 in the last six years, the percentage attending secondary school has not in fact increased—thanks to population growth.

To meet the 50 per cent target over the next 10 years would now cost \$850m—far beyond the resources of white

Rhodesia. To provide universal secondary education for all, at this moment and assuming no population growth, would require 400 new schools, each of 600 pupils, together with 12,000 trained teachers.

Add population growth to these bleak figures, and it begins to look as if neither a white Rhodesia nor a black Zimbabwe with international aid could ever meet the popular demand for universal secondary education. Given the limited employment opportunities in any developing country—whether ruled by white or black—this may to some extent be a blessing in disguise.

But it is not just scarcity of provision which is controversial. The nature of secondary education is also a matter of hot debate among Africans.

The education system in Rhodesia was devised by missionaries. The Government took over primary education from the missions as recently as 1972, and most secondary education is still run by the churches, though Government inspected and with salaries paid by the Government. (Much of the idealism of the churches still survives within the Department of African Education.)

At secondary level this education was—and remains—highly academic. Year after year Rhodesia's black students turn in outstanding results to the Cambridge GCE examiners.

But in 1966, announcing its 50 per cent

target for secondary education, the Government introduced a new type of school—the so-called F2. F2 schools will offer two year courses only, and to be more vocational than academic, concentrating on such subjects as culture, building and home economics.

Tanzania was adopting a more radical approach on somewhat the same lines to meet the needs of its agricultural population. But for a government to introduce low-level vocational education instead of expanding academic schools appeared outrageous to many. Moreover, this development came at a time when the Rhodesian Government was systematically closing job opportunities for skilled labour. It seemed clear that the intention was to train Africans in agricultural and industrial work—a white aristocracy.

With continuing sanctions, however, this situation has changed dramatically. During the past five years of boom, diversification and—now—white emigration Rhodesian industry has run out of white labour and started hiring black again. There has been a remarkable publicized turn around in attitudes with more opportunities than ever for Africans.

Too little and too late, certainly. This change has been paralleled by extension of F2 courses from two to six years. The first four-year graduates

Monday morning in Lobengula elementary school in Bulawayo. Mrs Dinase Sibanda, in a white sun hat, presides over 42 grade one children, all born in 1969. The children sit in five groups, desks arranged to make big tables. The boys are in brown khaki, the girls in muve cotton dresses. Mrs Sibanda raises her arms in a large gesture of encouragement and at once the children slip off their chairs and prance into the middle of the room with graceful and uninhibited gestures. "I like to sing, I like to play, I like to dance about..."

A moment later, control uncontested, Mrs Sibanda has them back at their desks. She has written a series of letters on the board, and invites the children to spell out words. Forty-two hands shoot forward, the children squirm with eagerness, snapping their fingers as they hurl their hands forward time after time. "H-O-U-S-E", spells out a child. "Good", says Mrs Sibanda, "very good. Let's all clap hands."

"I am with the lower sixth in an African secondary school. They are doing God's Grandeur by Gerard Manley Hopkins. The (European) teacher is briskly efficient, driving her pupils towards A level. "The world is charged with the grandeur of God", she says. "What else is charged?"

"A battery", comes the reply. "Like shining from shooft foll. What does foll make you think of?"

This interview with one of the most highly qualified African educators in Rhodesia was given last December, at a moment when a political settlement appeared to be, if not imminent, at least a possibility. In the past, we African teachers have regretted our lack of terminology, our lack of books on this or that specialist subject. Take psychology, for instance. We have no textbook on the subject, no language for it. In fact, we have the substance and we should recognize it for what it is. African novels carry a lot of psychology.

"Tin foil in the kitchen", says one of the girls. The teacher ranges about the room eliciting the plain prose meaning, swooping on the unwary. "George, are you concentrating? What does the poet mean by 'shod'?" There is only one exchange among the pupils, and so far as I can tell it is about the poem. She quells it instantly. "Gilbert, concentrate, can't you?"

She interprets the poem as a statement about nature's capacity to recover from pollution, thanks to the immanence of God. Then she encourages the students to express the view that resources are finite. Or ordinary stories about birds and animals—as most of them are. These always come back to a moral which has a bearing on human relationships—social psychology, if you like. Or group dynamics. That is a big thing now in American education. But in Africa people have always been looked at in terms of the group. If you say to somebody, "How are you?" they very rarely reply in the singular, whether in Shona or Ndebele. This is because the African is always part of a group. When I see you, I see that group you answer for it. We eat together, work together, sleep together. Learning in our homes is learning from each other, or with somebody else. The individualistic approach in

which you can only learn from the text has been over-employed. Today we are that interaction in the classroom is an important factor, especially from an African standpoint.

The African's acceptance of responsibility is hard to see in an setting like a township, but it comes at crucial moments—a death, a marriage, an illness. I think we need to incorporate these ideals which come out of the African background, and adapt them to the twentieth century. The art of storytelling, for example, a lot of what goes into history at present is dry fact in a book. But this could be made in traditional African style. In the country people do not sit



Four students of the Lutheran Mission School, Manama, Rhodesia. Most of their fellow students have chosen to stay in Botswana following the mass movement across the border last month.

just emerged from school, and even at a time of economic downturn appear to be finding good jobs, at least in the cities. What seemed at first a highly repressive educational venture is turning out to have useful consequences. Visits to several F2 schools left me in no doubt that the new system is alive and well, and enjoying a good deal of parental support.

Meanwhile, in an extremely interesting development, F2s and the old academic schools are in some places being brought under a single roof. In the impressive

Malwaku Secondary School in Salisbury, experiments are even taking place into the introduction of a common curriculum for the first months of schooling.

Many of these developments—not to mention the rapid expansion of teacher training and the Africanization of the teacher force (now only 400 whites in a service of 22,000)—would under sane circumstances seem extremely healthy. All are vitiated by the political situation.

Though the university and the country's two technical colleges are now fully

multi-racial, students prefer to go abroad for higher education. Both for political reasons and because of shortage of sixth-form places, secondary pupils are pouring out of the country. Many of them have joined the guerrilla forces, and many teachers are in detention for urging them to do so.

Up to now it has seemed honourable and constructive for Africans to work as teachers of their own people. But not long ago a senior African education official was burnt to death by guerrillas.

Since 1970 African education has grown rapidly, with an average annual increase of 45,000 children at primary level, and about 2,500 at secondary. The size of sixth forms, starting from an extremely small base, has more than doubled. Two of the worst bottlenecks—between grades 5 and 6 at primary level, and between second and third year at secondary—have been widened considerably. But one fact persists: only a fifth of those who finished primary school in 1975 entered secondary school in 1976.

| African education | | European government schools | |
|-------------------|---------|-----------------------------|-------|
| Primary | | Primary | |
| Grade 1 | 157,796 | Infant year 1 | 5,228 |
| Grade 2 | 145,870 | Infant year 2 | 5,047 |
| Grade 3 | 133,746 | Standard 1 | 4,903 |
| Grade 4 | 118,382 | Standard 2 | 4,838 |
| Grade 5 | 108,018 | Standard 3 | 4,630 |
| Grade 6 | 87,080 | Standard 4 | 4,224 |
| Grade 7 | 78,338 | Standard 5 | 4,888 |
| Secondary | | Secondary | |
| Year 1 | 13,168 | Year 1 | 5,131 |
| Year 2 | 11,880 | Year 2 | 5,125 |
| Year 3 | 8,179 | Year 3 | 5,184 |
| Year 4 | 6,618 | Year 4 | 4,746 |
| Year 5 | 479 | Form M6 | 1,929 |
| Year 6 | 349 | Form L6 | 845 |
| | | Form U6 | 605 |

● African education: (from 'Division of African Education Statistics 1976—to be published next month in the Annual Report of the Secretary for African Education.)
● European Government schools: (from 'Report on Education 1976'. About 600 children a year also enter independent schools.)

Now, with the mass movement of children across the Botswana border, it is safe to assume that the schools themselves are under attack because of their connection with the Smith Government. Even the churches, which have played so great a part in raising the level of African education, appear to have become guerrilla targets.

Adam Hopkins is education correspondent of The Sunday Times.

accounts, Mrs Sibanda's children have learnt to speak readily in English. All their main subjects have been taught to them in this foreign language. Each school also studies the local African language; but because of the variety of African languages, it will be hard for an independent Zimbabwe to avoid the use of English—even though this is highly controversial among Africans.

Subjects are taught separately in half-hour periods. As well as English and Ndebele, the children here do number-work, music, art, physical education, scripture and two creative "free choice" periods—"instead of me telling them all the time", says Mrs Sibanda.

A move towards discovery methods and group projects has been underway for several years. One difficulty is that many of the older teachers have themselves had

no more than primary schooling (though qualifications required for entry into teacher training are now among the highest in Africa). This has meant that teachers' work has generally been closely prescribed. But 18,000 primary teachers have now had some retraining in vacation courses, and a new and freer syllabus, with wider subject areas such as "language and communication skills" and "environmental studies", is evolving.

This has been accompanied by a fairly rapid development in textbooks. A grade one English course of 1959, for instance, is called "My Picture Book", and contains hardly a single written word. The idea was for the teacher to expound on the blackboard according to a programme laid down lesson by lesson. By 1967 this had given way to "My Picture and Reading Book", with a progression from

simple to complex pictures matched by a progression in vocabulary and narrative. But day-by-day targets were still set for the teacher.

Now a revised edition of the course follows the same basic pattern, but the teachers are given week-by-week targets. The text appears well related to daily life and, though Rhodesian written, is uncondescending. However, it does show signs of a segregated education system; no white child or adult is represented.

Some of the better teachers manage to get well out beyond the syllabus with the more able children. Often this proceeds in a spirit of competition, eagerly defended by African teachers. Lameck Dawany, head of Mhizha Primary, an outstandingly well-run school in the Salisbury township of Highfields, says: "Competition is good. Without it, there

is no incentive for the children to learn more. In the old days, if the teacher finished the syllabus, he sat back and thought his work was finished."

Competition, however, darkens the later years of elementary schooling. In order to get a secondary place of any kind, children must make their way into the top 22 per cent. With the backing of parents, schools pile on the pressure in a way which denies much of the good work done in earlier years. Despite recent attempts by the Department of African Education to introduce a greater element of objective testing—far which no preparation is useful—frantic cramming still goes on.

"We all become exam conscious", one seventh-grade teacher told me; "in the last two years of elementary school, children seem to be scared of exams."

"All right", says the (African) teacher. "Who can describe locomotion?"

Nobody sees how to frame ordinary observation in scientific terms. But finally the teacher persuades one of the boys to have a try. "Get as far as you can, then somebody else will help you."

"We are off. The boys from the back were called to the front and invited to walk without bending their legs. They cannot. They show us, amid gales of laughter, that walking involves bending of the joints."

"Now then, now then, please don't

exaggerate so much", the teacher says, provoking another burst of merriment.

From here we proceed by easy stages to synovial joints, adaptation to absorb friction, fluid in the joints, cartilage and so on. It is all elicited by question and girls playing an equal part. I have trouble not putting my hand up to answer questions; and my mind goes back to Mrs Sibanda and the children of Lobengula Primary.

Message from the school's librarian: "Sanctions do not apply to education. We are desperately short of books. Have you

any to send us?—though please not Dickens or George Elliot. They mean little to our students."

"There is no brain washing", says Peter Darwin, English-teacher head of Mhizha Secondary School in Bulawayo. "We are giving them an old-fashioned grammar school education. Cambridge syllabuses, and so forth. Certainly it is a rat race, but that is probably a good thing, as it keeps them up to scratch. The system is on average more disciplined than the British. Much less chit-chat and fooling around. That is why the results are so good. And they have held up well, despite

attacks by terrorists and attempts to recruit our pupils while still at school—an absolute curse so far as I am concerned.

"I resent it if there is a place for them here in higher education and they are taken away for studies overseas. I have no objection to the chaps who are not good enough for our system going abroad. The more people who are trained at another government's expense the better for an underdeveloped country. The trouble is, it ends in a brain drain. A lot of them want to settle in Britain. They should be here doing a job of work."

listening. They join in at certain points. The storyteller says, "The father had a son." "He had a son", the audience replies.

Then we use song and dance to put across messages. I was doing the sea ports and capes of Africa with a geography class—so boring, I can tell you. But then we put them into song. We sang these ports and capes from Dar-es-Salaam, and it was then, all the way round to Lagos. I still remember every one. Africans have great tricks for committing things to memory.

Africans have a strong appetite for education. Parents will play the last beast, spend their last penny to get the fees for their children. My mother used to

walk long distances with a Scotch cart selling watermelons and mealies (maize) for our education. Once I went to school wearing her blouse, because that was the only one we had, but my father would do that so that we could go to school. That is still the picture in the villages.

When I came back from overseas and went into the schools I became strongly convinced that despite the difficulties—class sizes, shortage of equipment and teachers, crowding and so on—the schools were doing a good job within their limitations. I hope that with independence this aim and working for quality will stay, and that they will do even better.

Structurally, I am a staunch believer in

humanity as one and indivisible. Segregation in education is wrong and has to go. The positive reason is that we want people to relate and live together. Because of the African thirst for education it would be wrong to assume that when Africans take over the system will go flop.

Then there is the problem of secondary school places. In any system there are more people in elementary than in secondary school, but where this bottleneck is almost by design as it is now, you end up with many frustrated young people. From a religious point of view, that's a sin; from a social point of view, it's a waste. It is also a volcano.

We should try to provide elementary

education for all. Then we should try to provide as many secondary places as are wanted. This could mean university entrance after O level as in many African countries, allowing the non-university pupils to stay on longer at school. There should also be other channels—vocational and technical schools to help with home and national industry. We also badly need schools of agriculture.

But the level of education should be commensurate with the real needs of society. I hope we have enough integrity among African leaders to see that provision will be good enough to meet the demands of our society, and put us adequately on the world arena without at the same time creating imaginary needs.

From the refiner's fire

Kitty Mrosovsky on Henry James in facsimile

Henry James, 'The American', the version of 1877, revised in autograph and typescript for the New York Edition of 1907, with an Introduction by Rodney G. Dennis. Scolar Press. £25.00.

To suffer from "excessive swelling at the centre", from "severe sag at the edges", from brittleness and acidity, sounds like a familiar condition. But what a stroke of fortune to be suddenly rejuvenated, limber-jointed, vealium-tipped! Such has been the cure worked on the manuscript of Henry James's revision of *The American* for the New York Edition. And now that all the baggy and script-laden balloons, tethered by the master to his earlier text, can moreover be studied in a solid facsimile edition, Rodney G. Dennis of the Houghton Library can have a preliminary sigh of relief on behalf of the treasured original.

The American of 1877 was James's second published novel. Its candid hero is brutally discarded by the upper crust family of the woman he loves, and the story then comes intensely to rest in his disinclination to revenge himself, by means of a damning document, on the querulous but still arrogant Belleflower. Returning to his text after 30 years, James was, however, in no mood to let anything alone. Rethinking, refining, above all re-

styling his delicate equilibria of motives and manners, he bequeathed to critics an inexhaustible treat. And, not surprisingly, there are still further variants between the manuscript revision and the final text.

All the same, what with some of the deletions being so heavy that the early text cannot be made out, and what with the whole revision looking more like a mammoth brood of afterthoughts than a story, I suspect that the average person, the do-it-yourself Jamesian, will find it a lot more rewarding to juxtapose the errors of early and late James by consulting two discrete texts in a good library. Faced with the 1877 and the 1907 versions, a conscientious eye can pick out both the constant glimmer of contrasts and the flashes of real reformulation. Two quick examples of the latter: the hero's sense of his desecrated state outside the Carmelite convent of his lost love alters from "gratuitous dreariness" to "a sacrifice as sterile as her own"; and the evaporation of his vindictiveness is at last tentatively ascribed to "mere human weakness of will", rather than to the earlier "unregenerate good nature".

Most of us can make some headway in the Jamesian labyrinth of wide reading, deep thought, and thorough knowledge of the world allied to a philosophical temperament unsoiled by experience. A quotation from *London Bridge* puts their so-called "frivolity" in perspective: "The whole affair is an instructive specimen of the way in which public business is done, and public money expended. Evidence is collected, and conclusions drawn in the teeth of it. Plans are collected, and it has been predetermined whose plan shall be adopted. Tender are called for, and the contractors have been already chosen. Estimates are prepared, and the expense doubles, triples, quadruples in the progress of the work. . . . Successively . . . Responsibility is lost, as in all cases, like a shallow stream descending from a lofty mountain, bounds with decreasing force from ledge to ledge, and is lost in vapour before it reaches the bottom. It is this 'clearing' the ground of falsehood . . . to leave room for the introduction of truth" that gives Peacock his abiding interest and relevance. But on this the case is depressingly and conventionally silent. It is not a stimulating introduction.

Pierre Watier

Cant and countercant

T. L. Peacock: *The Satirical Novels*. Edited by Leon Sage. Macmillan (Casebook series) £4.95. 1810 6. £2.25. 333 18411 4.

That any of Peacock's novels be called "satirical" is an act of judgment: the bitterness, intolerance, humourlessness of satire are wholly lacking. Peacock is a comic writer in a tradition (if one except Sterne) more French than English. The object of comedy, as he wrote, is to show up absurdity by means of its own pretentiousness. Comedy is serious for all its cap-and-bells drollery. This seriousness denied, (as by Priestley) the substance of Peacock is altogether lost.

To read this critical compilation is to be reminded of Sterne's remark that "of all the cants canted in this canting world . . . the cant of criticism is the most tormenting". To the vulgar prose and reactionary counterpoint (both present in these extracts) all is plain—the future (or past) is the good; the past (or future) the bad—and criticism accordant. But Peacock's standpoint is not merely that progress and regress historically go hand in hand; that in every real advance something valuable is lost; it is, more subtly, critical of much that passed for progress and regress, an attitude as salutary as

rare, and much needed today. Peacock's novels are the product of wide reading, deep thought, and thorough knowledge of the world allied to a philosophical temperament unsoiled by experience. A quotation from *London Bridge* puts their so-called "frivolity" in perspective: "The whole affair is an instructive specimen of the way in which public business is done, and public money expended. Evidence is collected, and conclusions drawn in the teeth of it. Plans are collected, and it has been predetermined whose plan shall be adopted. Tender are called for, and the contractors have been already chosen. Estimates are prepared, and the expense doubles, triples, quadruples in the progress of the work. . . . Successively . . . Responsibility is lost, as in all cases, like a shallow stream descending from a lofty mountain, bounds with decreasing force from ledge to ledge, and is lost in vapour before it reaches the bottom. It is this 'clearing' the ground of falsehood . . . to leave room for the introduction of truth" that gives Peacock his abiding interest and relevance. But on this the case is depressingly and conventionally silent. It is not a stimulating introduction.

Tea in Cambridge

Edward Neill on Leavis

Leavis. By Ronald Hayman. Heinemann Educational Books. £4.95. 435 18452 0.

This is a scissors-and-paste job pretending to be a biography. The intellectual history of Leavis (consultable in his eminently available books) is attended by a penumbra of gossip dense enough to distillate what Auberon Waugh might call the *New Review* class of person. And who better to combine the two than Mr Hayman, certainly a dab hand at copying out with some show of accuracy what others have written? (Though sometimes not even the show seems always to be sustained. For example, who committed the towering literal error in the transcription of the T. S. Eliot letter to Leavis confessing to finding Pound's Cantos boring, with a few exceptions, including the lines about "the Negro who knocked him up a table when he was in the cafe"? It was a cage, not a café.)

Still, it is interesting to know that Dr Leavis could swim 50 yards under water, that on cold days he would skate to Grantchester, that he was taught German by an Italian, and that his performance on the rugged field drew more admiration from his school magazine than his performance in the leading role of a production of the second act of *Macbeth*, that (later) Queenie Leavis's afternoon teasakes and scenes on the Friday At Homes (where potential business congenial and Wittgenstein was guest) left nothing to be desired. I might have thought momentarily that I was going to learn what Wittgenstein thought of the scores, but

I had read it all already in Leavis's very moving and very funny "Memories of Wittgenstein" in *The Human World*, now defunct. Finally to the point, that it was his elder contemporary at the Perse, Dr E. M. W. Tillyard, who so deeply kept him out of regular employment.

It was clear that it was determined that Leavis should not stay at Cambridge, and he was seriously advised to take up a post in an unassuming way on Wednesday afternoons in a disused army hut with a tin roof (Girton). Points emerge that insist on a direction, but the road just is not taken; for example, there is something Blake-like in the collocation of aggression and non-combatance in him. He once told Geoffrey Strickland, "I am not very useful in a rough-house", and complained of D. W. Harding that "he didn't understand the value of aggression". But Leavis, precipitated from the school room into the most appalling of all years, served as a stretcher-bearer only. Yet we learn nothing of Leavis's wartime experience, except that it must all have been very terrible, really—though we do hear a good deal of the ensuing post-war insomnia. Again, of his marriage, "their relationship had become symbiotic", and there you are.

It reminds me of nothing more than the treatment by S. Mill in his *Autobiography* of the lady who, after 20 years' friendship consented to become his lady wife just that, more or less. Elsewhere Mill's emotional needs are fully met by Wordsworth's poetry. This biography is like that in being adequate only to a kind of disembodied intelligence; but what is nobly reticent in Mill is probably just ignorance in Hayman.

Incomprehensible skylark?

Hermann Peschmann

Fercy Byshe Shelley. By Donald H. Reiman. Macmillan £2.50. 333 19653 8.

Who now reads Shelley? I am afraid the regrettable answer is, "Very few"; and superficial reasons for that attitude are not far to seek. Contemporary taste for a poetry that is bare, ironic, allusive, and often harshly realistic, is impatient of Shelley's long, often obscure, suspicious of his scented idealism, and dismissive of his exquisitely modulated lyrics as clothing thought of only the most tenuous kind; Eliot once confessed stanzas of Shelley's "Ode to a Skylark".

Shelley, of course, has always had his admirers and defenders, but they have often championed him for the wrong things. His poetry must be judged on purely poetic grounds, not on its ideas, philosophy, morality, or scientific accuracy; correct meteorological terminology, for example, in "The

Cloud" is not what makes it a great lyric poem. Mr Reiman's book is in no way defensive, yet it falls in the same category as many such.

The author is clearly a Shelley scholar of distinction. He has provided us, against a brief biographical background, with a coherent prose paraphrase of all Shelley's longer works, with shorter notes on some lyrics, and his book should be helpful to all those already launched on the study of Shelley. But for three reasons it will do little to encourage those who do not.

First, his interpretations are generally acceptable, but dogmatically assumptive; no other version is deemed possible; secondly his selection of the more obscure narratives, such as "The Revolt of Islam" and "Prometheus Unbound" is often of such density as to be itself difficult to apprehend; and thirdly, and above all, his paraphrases and synopses are not poetry. This book in fact shows what the poetry is "about", but very rarely provides any critical incentive to read it, or indicates wherein the greatness of the poetry lies.

Poet, public and private

Poems of C. Day Lewis. Chosen and introduced by Ian Panton. Cape and Hogarth Press £6.50. 224 01294 and 7013 0427 8.

C. Day Lewis is the most puzzling of the poets of the thirties. Like Auden, MacNeice, and Spender he was politically committed, and he shared their view that poetry should be of public concern. Yet he was to end his life a conscientious poet, his "writing" a "drab occasional piece for the establishment, and expressing his true poetic strength

in lyrics which arose out of his personal life and affections. This selection has made a rigorous selection from the enormous quantity of verse that he left, in a most helpful introduction, put forward the reasons for his choices. He has taken the poems in chronological order, from each stage of the poet's active life, and occasionally represented every facet of his remarkable and uneven talent. The book's one fault is the lack of an index of titles. An index of first lines is supplied, but this provides a greater familiarity with the work of this poet than most readers possess. Stanley Tipliner

Paperbacks

Recollected in tranquillity

David Wright on Wordsworth

William Wordsworth. *The Poems*. Volumes I and II. Edited by John O. Hayden. Penguin £3.75 each. 14 042 211 0 and 212 9.

Penguin Books and Professor Hayden have performed a public service in bringing out this massive two-volume paperback edition of all Wordsworth's poetry excepting *The Prelude*, which has already been provided as a separate volume. More than half a dozen new Wordsworth poems and fragments are printed for the first time, besides the many published since the appearance of the OUP standard edition. Three of the crucial prefaces, the 1802 *Preface to Lyrical Ballads*, the 1815 and its fighting "Supplementary Essay" appear in appendices, as well as the original 1793 version of "Descriptive Sketches". There are more than 200 pages of notes, a table of dates and a useful bibliography.

In general, the editor has mercifully left Wordsworth's punctuation alone, as being a guide for the ear rather than a signposting for the eye, instead of modernizing it like Ernest de Selincourt in his five-volume OUP edition. As Professor Hayden has put right "over 80 substantive errors" and the many minor slips to be found in de Selincourt, the new Penguin Wordsworth is indispensable. Had his space allowed a full dress variorum, it would supersede the standard edition. As it is, Professor Hayden follows the 1850 text of the poems throughout, and only a few rejected passages or early versions are quoted, while excerpts from the notes that Wordsworth dictated to Miss Fenwick are confined strictly to business. Thus we miss a few splendid

extracanonical verses, for example those that never got into "Michael"; and a good deal of dry Wordsworthian entertainment, e.g. his apology for falling asleep in public while viewing the Official Gallery, and his row with Mrs W. when she disappeared on the Duddon expedition. But these are triflings. It is impossible to grumble at the Penguin edition, or even at its price. The two volumes total more than 2,100 pages—a bargain if ever there was one.

Best of all, the poems are arranged chronologically instead of following Wordsworth's confused and exasperating system of categories. The only other chronological edition is Knight's, published 80 years ago, and up till now the best approach to Wordsworth. For it is a revelation to track this strange poet, the last great English poet in the class of Milton, Shakespeare, and Chaucer, from boyhood to old age. Many a preconception and many a misconception falls away. Almost from the beginning one notices his professionalism. Wordsworth began and ended as a craftsman.

He did not wait upon inspiration but prepared for it. To do so he trained himself, attempting all styles, subjects, metres, and metres from heroic couplets to Gothic verse tales. There are instructive parallel exercises composed about 1796, in which the same poem is written first in blank verse, then in Spenserian stanzas. How well Wordsworth equipped himself is evidenced by the miraculous draught of poetry he netted between 1798 and 1805.

The first volume ends with 1813, by which time Wordsworth had written the last poem by which he is remembered. For the sake of his later verse it was a pity he did not change his name about that

date, for by then he had well-nigh changed his identity. As has been remarked, the two halves of his life were incongruous—in the one he was guided by hope, in the other driven by fear. Wide the notorious "Sonnet upon the Punishment of Death".

Yet the second Penguin volume, if less impressive, is hardly less interesting than the first. It opens with *The Excursion*, perhaps the most extraordinary long poem in the language apart from Pound's *Cantos*, to which it sometimes bears the oddest resemblances. Then follows a rough Wordsworth seems to have been at his worst as both man and poet between 1816 and 1826, though to those years belong "The River Duddon" and "Ecclesiastical Sonnets". The latter are as remarkable as they are neglected. Had they a less off-putting title, or been written by any other author, they would be accounted one of the minor masterpieces of our Romantic, but nineteenth-century verse.

A similar appreciation might attach to the poems Wordsworth wrote after 1827 apart from the well-known "Extempore Effusion". How many know "On the Power of Sound", "Airey Force Valley", "Lines Suggested by a Portrait", and the poems written during his 1833 Scottish tour and the Italian visit of 1837? And what the later Wordsworth could do with the sonnet is worth looking at. In his hand the thing became not only a trumpet but a burglar's jemmy, by the aid of which he forced entrance to the most unlikely subjects, from the copyright Bill to illustrated newspapers, the balloon, the building of the Kendal Windermere Railway, and the defalcation of payment on Pennsylvania State Bonds.

Typhoon in a teacup?

Graham Hubbard on Conrad

Joseph Conrad: *A Commemoration*. Edited by Norman Sherry. Macmillan £7.95. 333 19109 9. Joseph Conrad: *The Way of Disillusion*. By H. M. Dalziel. Faber £5.95. 571 10816 4.

One tradition in nineteenth and twentieth-century fiction—it might be loosely termed "aesthetic naturalism"—stems from Flaubert and includes Maupassant, Conrad, Ford Madox Ford, Joyce, Faulkner, Hemingway, Greene and Malcolm Lowry. The major figures of this "school" would seem to be Flaubert and Joyce in his naturalistic mode, yet, in much contemporary criticism, Conrad has been regarded as their equal.

An example of this tendency is provided by the collection of original essays edited by Norman Sherry. This expensive book arises from papers read at the International conference held at Canterbury in 1974 to commemorate the fiftieth anniversary of Conrad's death, and includes discussion of such topics as Conrad's authorial voice, his impressionism and symbolism, his relation to the thought of Nietzsche and Rousseau, and the problems involved in editing his work. There are also comparisons of his work with that of both Ford and Lowry as well as some biographical material concerning such matters as his working relationship with his literary agent, James Brand Planché, and his Polish and Russian background.

The general standard of the essays is high, and they are, on the whole, free of those features which so often vitiate modern literary criticism: there is little empty theorizing about the nature of fiction and little of Conrad's limitations, acknowledging that the novelist "produced no single unquestionable masterpiece".

think a lack of scepticism about the size of Conrad's achievement. Conrad, after all, was a writer whose mastery of ironic precision often lapsed into a magniloquent vagueness, who was responsible not only for serious fiction but also escapist melodrama, and whose work was concerned with extreme situations in far-away places rather than (as with Flaubert and Joyce) with the texture of everyday living.

His technical innovations, though certainly significant, can be over-estimated. For example, it is suggested by Ivor Vidan in his essay "Ford's Interpretation of Conrad's 'Technique'" that Conrad's fiction was a considerable technical advance on Flaubert's and that Joyce carried not in Flaubert? Only the perspective of the narrator-figure Marlow, and the time shifts; and Marlow is no gain.

Whereas Sherry's collection is strictly for the specialist and devotee, H. M. Dalziel's book should prove valuable to a wider audience, since it contains a clear and concise account of Conrad's main fiction from *The Nigger of the 'Narcissus'* to *Under Western Eyes*. Dalziel's thesis is that Conrad's central theme is the question of self-possession, and that his art moves towards the realization that true self-possession is based on a capacity for abandon. As one might expect, Dalziel's too symmetrical a view to fit all the facts; and sometimes the facts have to be made to fit it. Nevertheless, Dalziel has kept his nose close to the text and raises many interesting points. He also seems aware, at least to some extent, of Conrad's limitations, acknowledging that the novelist "produced no single unquestionable masterpiece".

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The poetry in the pity

Jennifer Breen

The First World War in Fiction: A Collection of Critical Essays. Edited by Holger Klein. Macmillan £8.95. 333 19821 3.

In *The First World War in Fiction* a number of critics have contributed essays about some of the major works of fiction that British, French, German, Italian, Czechoslovakian and American authors wrote about the 1914-18 holocaust.

The editor, Holger Klein, states that he intended to commission a collection with a comparative impulse behind it. "Although several critics have comprehensively compared two authors' works from the same language (as in Malcolm Bradbury's Anglo-American study of works by Ford Madox Ford and John Dos Passos) only two critics—Klein himself and J. P. Stern—make comparative assessments of works of fiction from more than one language. Holger Klein, in his penetrating essay on these war novels by Gabriel-Tristan Fraucourt, Ernst Weichert, and Henry Williamson, demonstrates, among other things, how each of these individualistic French, German and English authors (who rose from the ranks to become subalterns) attempts a similar theme—a "universal image of the common soldier (as everyman) in the First World War."

J. P. Stern's piece is perhaps a model of its kind: he places Ernst Junger in his historical context, analyses Junger's literary strength and weaknesses, and then compares this author with non-German writers of war literature, for example, Frederic Manning, as well as with

other authors such as George Orwell and André Malraux. In this way Stern illuminates one of Junger's dominant themes—death in war—in relation to other major works about creation and destruction in the twentieth century. He also shows how little only war literature, but any literature that encompasses the subject of death "requires the services of a man . . . [who] will bring out the force and majesty of death by showing as abundantly as can be what it is that we shall soon be leaving."

Other essays in this volume are straightforward critical introductions, often to neglected works such as R. H. Mottram's *The Spanish Farm Trilogy* (1927), which Michael Curtiss discusses and compares with Ernest Hemingway's *A Farewell to Arms* (1929). Jonathan King usefully reassesses Henri Barbusse's *Le Feu* (1916) in the context of French realism, and C. N. Smith makes a fresh critical appraisal of Frederic Manning's *Her Privates We* (1930). Among other informative essays, Brian A. Rowley defends the literary qualities of Erich Maria Remarque's *In Western Trenches* (1929), a best-seller which has often been regarded as sensational and journalistic. Incidentally, this collection reflects some haste in publication: there are a number of misprints, as well as this misstatement: "*In Parenthesis* [1929] and *Goodbye to All That* [1929] were published long after the close of the Second World War."

The task of explicitly comparing these international works of war fiction requires the critic to possess a command of several different languages; we shall have to wait as Holger Klein implies, until "enough work" has been done before a large comparative survey of all the major Great War literature is possible. In the meantime, Klein's implicitly comparative juxtaposition of essays in this volume is a stimulating beginning.

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26 Books/Modern Languages/English Literature

Germany: past and present

Gertrud Seidmann on giving students an historical perspective

Zeitgeschichte, 1900-1970 in Deutschsprachiger Literatur. Edited by H. Adams and I. Kirschhoff. Harrap £3.25. 245 5237 R.

This book is the result of several years of pondering on the shortcomings of entrants to a university German department, as far as an understanding of twentieth century Germany was concerned. The authors saw the solution in a Lesabuch, a collection of literary extracts which would illuminate contemporary affairs through the eyes of imaginative writers. Dividing the first 70 years of this century into seven sections, they have chosen extracts from novels, stories, poems, memoirs and propaganda writings—and here one's first doubts are raised.

The first extract comes from Lily Braun's Mein Leben einer Sozialistin, the next two from J. R. Becker's

Abschied and Ludwig Renn's Familienzerstörung. The last pages of the book will reveal pointed biographies—'Kämpfe gegen den Nazismus'—including the post-war residences of the two latter. What the inquiring reader is not told is either whether the source is a work of fiction or of autobiography, or its date. These omissions are unpardonable. The authors have a point when they regret the frightening lack of historical perspective in the young—and not only in respect of the German past and present—to whom history is only one of many options at school. It will not be assisted by an unsourced middle class fiction.

The editors themselves do their best to summarise each of the periods in thumbnail sketches before letting the writers speak for themselves and their generation. That those chosen are on the whole of understandable when one considers the political views of those writers, from West and

East, and command the widest respect of thoughtful readers today; on the other hand the almost exclusive representation of left-wing writers, piling Tucholsky on Heinrich Mann and Ernst Toller on Bertolt Brecht, with lavish sprinklings from that splendid old Socialist, Hans Werner Richter, to comment on earlier times, leading up to a present of Erzsébet, Hermann Kant and Günter Wallraf, is really laying on the stick. The Weimar period was not only the period of political and economic tension and distress leading up to the rise of Hitler, but also an age of unprecedented flowering of the arts with Berlin as its Mecca. Austria had its imperial splendour, then sinks from view. Teachers introducing this reader to their sixth forms will need to do some searching for sources and add their own editorial comment. There are monolingual explanations and notes on points of linguistic difficulty.

Each title consists of 24 slides showing black and white engravings or etchings of aspects of British life through the eyes of a contemporary artist. Not only are the individual engravings—Hogarth, Rowlandson and Doré—in the technical and imaginative sense, but their work is a valuable source of information on the attitudes, daily life, appearance and architecture of their periods. Hogarth and Doré are also social commentators.

Aural and written

Phillip Lewis on German comprehension

German Comprehension Passages with Vocabulary. By M. R. Wild and Edward Arnold. Student's Book £1.25. 0 7131 00125. Teacher's Book 80p. 0013 J.

In recent years, largely under pressure from the schools, examining boards have increasingly tended to make a comprehension passage a compulsory part of their examinations in modern languages. This decision is indisputably correct as a scope is thereby given to an understanding not necessarily measured by more formal testing. Such comprehension exercises take several forms, depending on whether the passage is read to the candidates or seen by them, and whether the answers are to be in the foreign language, in English or merely chosen from multiple-choice questions. Many teachers, being changes on these alternatives, but

the compilation of adequate materials takes much time. Mr Wild's book will be welcome by all teachers of O level and CE German, particularly as he covers all the above-mentioned varieties, comprehension exercises, which who prepare pupils for aural or written work as well as the passages to be read and the questions to be asked in the student's book which contain the answers. Aural and written comprehension pieces are related by topic, which is a distinct aid to continuity of vocabulary. The list is listed at the end of the student book under topic headings; the aural passages are given for written work to supplement these. Useful words can be found in a preliminary list grouped under somewhat contrived headings rather than alphabetically. This is a book which will be much used.

French key words?

Robert Béar

Brueckner's French Contextary. By John H. Brueckner. Prentice-Hall International £19.45. 0 13 084509 4.

Notwithstanding the claims of author and publishers, this book has little chance of superseding or even supplementing existing grammars and dictionaries. The author sets himself the dual task of finding the most common and spontaneous "thought patterns" that occur to the English-speaking student, and providing the best translations in idiomatic French.

To achieve his first aim, 17-year-old students at a Los Angeles High School were asked, over a period of two years, to complete in five minutes lists of some 25 "key words". For tropical, out of 1,000 responses, the score was 203 for hurricane down to one for vacation. The five with the highest frequency were tropical hurricane, paradise, island, breeze,

storm; and these are printed with their French renderings. Thus for the top five of "3,000 adjectives": 3,500 nouns; 2,000 verbs; 1,000 adverbs and 500 other parts of speech." Words such as "good", "bad", "to get", "to give", "to make", and "to set" are treated in greater detail. For his second aim Mr Brueckner enlisted the collaboration of native teachers and the Head of Interpretation Services at UNO, who also wrote the preface.

With the grammatical remarks and the Master Index, these "contextual illustrations" fill up a massive volume of 613 close-packed pages, not all of which are without grammatical blemishes, such as: "son" "paysage" "familière"; "Un prime versé d'avance"; "Du bien il s'en va ou bien c'est moi, Morcovor repeating "passionné" five times for "An AVID reader, fat, player, sportsman, climber, is not only wasteful but also overlooks the other meaning of the key word. The publishers are probably over-optimistic if they hope to sell many copies of this "Contextary", especially at its exorbitant price.

Children's literature

Santus ex machina

Mary Hoffman

The Wind Eye. By Robert Westall. Macmillan. £2.95. 333 21187 1. The Wind Eye. By Robert Westall. Macmillan £2.95. 333 19840 9.

Unlike his Carnegie medal-winning The Machine Gunners, Robert Westall's second novel begins very much in the present day, with a visit to the present day, with the presence of St Cuthbert's tower over the story like the motorway kettles. The Studdards are a merger of two single-parent families, glamorous unconventional Madeline and her teenage son and academic unimaginative and unimaginative with his two daughters. Madeline demonstrates her unconventional by treating defiantly on St Cuthbert's tomb in Durham cathedral, Bertrand his lack of imagination by determined scepticism about all the strange events that follow.

So Cuddy, as the locals call him, has reason enough to be angry with the family at Monk's Heugh, an old Northumbrian farmhouse, but it is

not clear until the end whether his interest in them is menacing or benevolent. The older daughter is a Christian and is afraid of the saint, but Sally, the younger one, with a mutilated hand, enthuses about a nice old man in a dressing-gown that she she can see.

This equivocal Santus ex Machina is linked in the twentieth century by an ancient coracle which acts as a time machine. Whenever the children take it out, a mix falls and they sail to the island of Inner Farne as it was in the saint's time. The climax of the story is excitingly told, complete with some sickeningly convincing Vikings, but the jokes and the writing itself are strained. There ought to be a moratorium on eccentric parents in children's books and on the vague atmospheric of such sentences as "By the saint, just withered and withered, like an old painting".

The durb and opening section of The Winter Players do seem justice

to the rest of it. The young elated priestess performing hereditary rites over three unexplained relics sounds like an overworked vein of fantasy. Once an attractive young stranger arrives to steal one of the relics, a comparison with Uncle Tom's Cabin of Atman is unfortunately inevitable.

But halfway through the point of the thief by the priestess the diagrammatic shape of the novel begins to reveal itself. These are players not actors—and the role of the game are discovered during play. The third and last play is suitably sinister, but the real adversary is hidden somewhere in scenery. It is there, the girl, who sees the pattern and wills for herself the strength to break it. Considering the power of the central idea (which is too complicated to give away), the writing is remarkably unpretentious, and ending the ringmaster of the climax there is a satisfying end in which to cover and admire.

Cambridge Introduction to the History of Mankind

General Editor: TREVOR CAIRNS

The TES said last year "Four new topic books have been added to the excellent Cambridge series for secondary school pupils. As usual, the books are beautifully presented, with clear photographs and illustrations which are closely integrated with and amplify the text."

There are three new titles this Spring

Transported to Van Diemen's Land. JUDITH O'NEILL. Published 31.10. Available shortly. About £1.30.

European Soldiers. ANGELA and GREGORY PARKER. Available shortly. About £1.30.

An illustrated prospectus and inspection copies available from CAMBRIDGE UNIVERSITY PRESS. P.O. Box 82, London NW1 2DB

School for Sheridan

Valerie Grosvenor Myer

Sheridan and the drama of Georgian England. By John Myer. Basil Blackwell £5.00. 631 14880 9.

Professor Loftis's book is for specialists in eighteenth-century drama, a subject about which he knows a great deal. His thesis, briefly, is that we fail to rate Sheridan at his true worth because we fail to understand the tradition he inherited and the conditions he worked under—the recent establishment of censorship, for example.

Professor Loftis explains convincingly why we find Sheridan less than absorbing just now: the ambiguous endings of Restoration drama had gone out of fashion at the beginning of the eighteenth century; with Sheridan, 70 years later, the uncertainties had gone and the ideal of tolerant good sense and compassion had taken over. Sheridan admired benevolence and avoided comic episodes. Professor Loftis compares the Restoration with our own, in its taste for unbridled portrayal of sexual feelings and relationships, analytical honesty about experience, other ages prior to regard as private. Miss Siddons, says Professor Loftis, sacrificed emotional range to

stylised impression; clearly the "ruling passion" psychology was not yet dead. Lady Teazle's change of heart is dictated by the dramatic didactic morality rather than psychological probability.

Mr. Myer's book, we learn, was based on the character Mrs. Tristram, in a play by the dramatist. The "familiar Restoration character type" of citizen's widow with "unseemly social ambition" becomes a provincial gentleman who is intellectually pretentious rather than socially assertive, because the old antagonism between citizen and gentry was a dead issue, while blue-stockings had contemporary relevance. There is a valuable comparison between Vanbrugh's The Relapse and Sheridan's rewriting, A Trip to Scarborough, which Professor Loftis confesses to be inferior to the original.

If we ever return to an age of shared common sense opinions, Sheridan's critical stock is likely to rise; meanwhile, critical enthusiasm may remain muted. Yet The School for Scandal and The Rivals are regularly revived in the commercial theatre and The Critic is popular with student groups. Sheridan may not be the most searching of satirists, but he wrote good, crisp lines.

Among this week's contributors: Ralph Berry is Professor of English at the University of Manitoba. Jennifer Breen lectures at the North London Polytechnic. Kitty Mrosovsky is currently editing

Practicalities

Un, Deux, Trois 2 with Workbook. By Winifred Porter and Barbara Mason. (Adapted from Roger Clark Per Olaf Holmberg and Arne Klum European Language Institute. Nation £1.25p, Workbook 75p.

The second part of Un, Deux, Trois adapted from the original written by a team which suggests that Europe has really arrived, does not disappoint. This volume, which is a severely practical workbook, could be useful to almost any intelligent or fairly intelligent child up to the age of 16. The publishers and authors are to be congratulated on casting their net very widely.

These books are beautifully practical. The words used are those that anyone might need in France. The exercises are sensibly progressive but they mercifully do not have an untutored eye, seem to conform to any of the orthodoxes which have so bedevilled teachers in the past.

There is genuine and interesting information about France in the reading book and the maps are clear.

Kenneth MacGowan THE PROFESSIONAL TUTOR. A bibliography on interview training for school practice, supervision, and staff development. Compiled by B. Hill, K. Dobson and C. Richards. Published by HEATIS. ISBN 0 8527 10 5 0 £2.00 1977. Available from The Library, The Halford Polytechnic, PO Box 119, Hatfield AL10 8AD.

27 Resources

English scenery

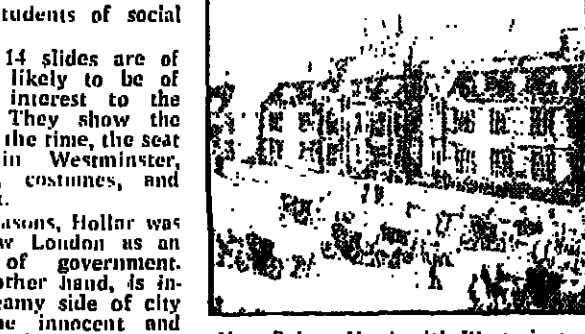
NICCI CROWTHER reviews slides of engravings

Town and Country in the Mid-Seventeenth Century: Wenceslaus Hollar. Manners and Morals in the Early Eighteenth Century: William Hogarth. London in the Mid-Nineteenth Century: Thomas Day. Social Contrast in the Second Half of the Nineteenth Century: Gustavo Doré. Audio-Visual Productions, 15 Temple Sheen Road, London SW14. £4.80 for each set of 24 slides.

Audio-Visual Productions has produced four slide sets which are simple, adaptable, interesting to look at and likely to be extremely useful in history and literary or art courses in secondary schools and colleges.

Each title consists of 24 slides showing black and white engravings or etchings of aspects of British life through the eyes of a contemporary artist. Not only are the individual engravings—Hogarth, Rowlandson and Doré—in the technical and imaginative sense, but their work is a valuable source of information on the attitudes, daily life, appearance and architecture of their periods. Hogarth and Doré are also social commentators.

The earliest of the four artists is Wenceslaus Hollar who worked in the middle of the seventeenth century; he was Charles II's official "scenographer". This set of slides divides into two parts. The first ten scenes, from Hollar's illustrations to the book, several Wages of Hunting, Hacking and Fishing according to the English Manner, show what seems to be a very romanticized view of the English countryside, with well dressed young gentlemen poised for the kill in a hilly or wooded hilltop stream. These illustrations would probably be of more use to art his-



New Palace Yard with Westminster Hall, by Wenceslaus Hollar.

also show an extraordinary artistic talent in his choice of detail, clarity of line and a command of light and shade which is more often suggested by watercolours or pen and ink than by engraving.

The first slide is the frontispiece of the book and shows three boys lounging in the sun outside Temple Church. The title has been scrawled across the wall above them as if by one of the boys, who still has a piece of chalk in his hand. The illustrations are mainly topographical and show buildings and views of London, but each is filled with lively detail.

In Boy's work there is a contrast between the leisurely life of the wealthy and the vitality of the working people who formed the mass of the population. This contrast concerned Gustavo Doré even more, but his work was intended not only as a document of the daily life of all classes. He also saw a need to open the eyes of those who saw London only as the "mighty capital" of the British Empire to the poverty and misery that accompanied the grandeur and riches of the fortunate few.

Thus we see despairing women in Handfuls and Whitechapel surrounded by children in tatters. Rows of ragged men sleep in spartan religious refuges or under the

arches of the bridges across the Thames. Doré's pictures of dockers, fish porters and workmen dignify their labour. In the notes accompanying the slides Doré makes this point: "In the sordid regions of the distressed hunting for an independent crust... there is a spectacle of moral grandeur which covers all the crime and vice of drunkenness."

These slide sets can be used separately to very good effect, to illustrate the social history of the particular periods and to study the skill of the particular artists. Seen together, the slides beg fundamental questions about the development of the city and the growing awareness of poverty and squalor as social evils.

As slides rather than filmstrips they are particularly adaptable. For Londoners there is the added bonus that the sets show their own city through different periods of history. In the set of Boy's work, a view of Hyde Park Corner is almost identical to the one that exists today except that where there are now cars, in 1842 there were carriages, carts and barrows.

Boys's view of Westminster Bridge from Waterloo, however, is hardly recognizable in the Royal Festival Hall now replaces the lighthouse, warehouses and industry of 1842.

Thomas Stainer. Boy's "Original view of London" only offers a fascinating glimpse into urban life in the mid-nineteenth century, but

the type is worth playing to students to show them what is a good discussion. Added to this, the two speakers have some very pertinent points to make about social realism or a dreamlike idyll.

John Chalker and Edward Nell adopt a very different style. Less authoritarian, they gently encourage each other in a way that almost makes the listener join in. Again, this discussion sounds natural, prepared but unlearned, and it has none of that dreary "spoken essay" style that afflicts some audio tapes.

Because they devote their 50-plus minutes to talking about only three poems (Prufrock, Portrait of a Lady and The Waste Land), their discussion can be firmly rooted in the text and concerned with specific points. Most agreeably, there is no tendency to make grand generalizations about an author's entire works.

While discussion is a natural response to Eliot's poetry, academic debate about Webster's theatrical mix of blood, revenge and gruesome horror is bound to seem preposterous. True, Professor John Russell Brown and Mrs Inga-Stina Ewbank admit that the plays can be theatrically but do not show up so well under the literary microscope. Nevertheless they go on to discuss these episodic and fragmentary plays in a way that is alternately clinical and accidentally comic. To quote Eliot: "Webster saw the skull beneath the skin". These two speakers simply analyse the skin.

This is a tape for a dedicated and sober student who is prepared to listen hard and selectively. However, the other two tapes could prove useful in class and seminars as well as for private listening. While mainly suitable for students of higher education, they could also be helpful to able sixth-formers.

Maths in strips

by G. D. Bunnin

Mathematics Ginn & Co Ltd, Elmora House, Buckingham Street, Aylesbury, Bucks. £9.95.

"Mathematics is a new way to help children master basic computational skills..." is the advertiser's claim for this educational aid. Tried out in the classroom Mathematics provided only one answer to the four rules from the four rules, but it did this well.

The pack consists of 40 different, colour-coded, durable cards in four boxed sets of 10. Each set relates to number bonds from one of the four rules, and is in a different colour. The cards are double-sided, one side headed "Student" and the other "Teacher". The same 10 questions are printed on both sides but the teacher's side includes the answer. Alongside the answer is a hole.

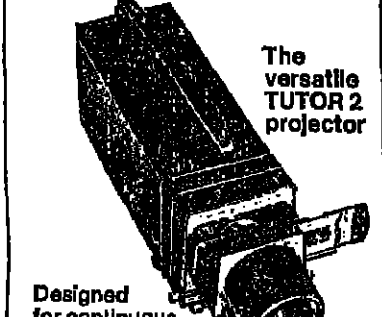
To use Mathematics, paper is cut into strips to fit inside the double card thickness. A pair of children sit at opposite sides of a table. One child is appointed "Teacher", the other is the Student. Teacher loads the paper strip into the card and holds it with the answers towards him. He points to a question and the Student reads the problem, attempts an answer and if correct punches a hole in the paper.

The group of slower-learning children who tried this out did not first use the hole punch method to score but made ticks and wrote the score in an exercise book. Mathematics encouraged competitive participation when tackled this way.

These cards could not, of course, be used for any introductory teaching which would need to come from other practical materials but the pack does provide an activity for number bond speed drill and practice to reinforced bonds already learnt. It is a well-presented product although rather expensive.

Rank Aids

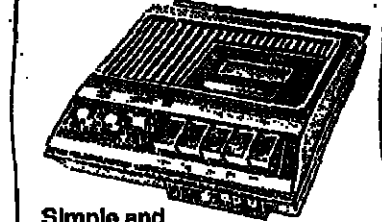
audiovisual equipment rugged · reliable · economical



Designed for continuous hard use. Time-proven design, components and safety features. Cool-running, excellent optics, various attachments, including film strip, slide carrier, slide magazine, accessory lenses. Specially-designed carrying case.



Uses special magneto-tape striped audio-cards, enabling pupil to hear teacher's voice while learning to recognise words or phrases. Model 600—Teacher/Pupil unit, Model 810—Pupil battery/main unit.



Simply designed for educational work. Uses standard cassettes. Battery and mains. 4 models, all portable. Outstanding value for money.

To Rank Aids, FREEPOST, PO Box 70, Great West Rd, Brentford, Middlesex TW8 8BR. Please send me illustrated literature on the following equipment. Tick which you require: [] Tutor 2 projector [] Card readers [] Cassettes [] 18mm film projector [] Carriote rear screen slide projector [] Single Studymate film strip projector [] Projection screens Name: Position: Address: TEL: 23/2/77


The Illustrated LONDON NEWS MARCH

Lord Carrington REFORMING THE LORDS Julian Critchley WAITING FOR AN AN NATION Moss THE WORLD AND MR CARTER Ian Lyon ADVANCE AUSTRALIA Des Wilson EVERY DAY AT THE RACES

Shropshire Education Committee
Harcourt Grange
County Junior School,
Shrewsbury

Headship (Group 6)

Applications and further details (Send S.A.E.) from:
County Education Officer,
Shirehall,
Abbey Foregate,
Shrewsbury, SY2 6ND.
to whom they should be returned by
8th March, 1977.



Salop County Council

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant in September, 1977.


Headship

JOHN BRAMSTON SCHOOL
New North Road, Hainault
No. on Roll 300 Group 5

Application forms and returnable to Chief Education Officer, Education Office, 265/259 High Road, Ilford, Essex IG1 1NN, by 18th March, 1977.



Redbridge
London Borough



NORFOLK COUNTY COUNCIL
Education Department

HEADS

required for

(1) East Ruston C.P. School (Group 1)
(2) South Creake V.C. School (Group 2)

Application forms and further details ONLY by sending stamped, addressed foolscap to County Education Officer, County Hall, Norwich, NR1 2DE. Closing date 14th March.


Removal expenses payable in accordance with Authority's scheme.

Salop County Council
Whitchurch C.E. (Cont.)
Junior School

Headship

Group 6

Application forms and further details (send S.A.E.) from:
County Education Officer,
Shirehall, Abbey Foregate,
Shrewsbury, SY2 6ND.
to whom they should be returned by
14th March, 1977



County Council of Salop

PRIMARY HEADSHIPS continued

HOUSLOW
London Borough of HOUSLOW
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Primary Headship for a school in the area of Houslow. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Houslow Education Office, 14th March 1977.

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Humberside. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Humberside Education Office, 14th March 1977.

LANCASHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Lancashire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Lancashire Education Office, 14th March 1977.

LEICESTERSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Leicestershire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Leicestershire Education Office, 14th March 1977.

NEWHAM LONDON BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Newham. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Newham Education Office, 14th March 1977.

NORTH YORKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of North Yorkshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, North Yorkshire Education Office, 14th March 1977.

POWYS COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Powys. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Powys Education Office, 14th March 1977.

ROTHERHAM METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Rotherham. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Rotherham Education Office, 14th March 1977.

ST. HELENS METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of St. Helens. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, St. Helens Education Office, 14th March 1977.

STAFFORDSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Staffordshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Staffordshire Education Office, 14th March 1977.

WARWICKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Warwickshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Warwickshire Education Office, 14th March 1977.

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Wiltshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Wiltshire Education Office, 14th March 1977.

DEPUTY HEADSHIPS Senior Masters/Mistresses

Applications are invited for the post of Deputy Headship for a school in the area of [County]. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, [County] Education Office, 14th March 1977.

Education

Headteacher

New Basford C.E. (Controlled)
Infant School
Gawthorne Street, New Basford, Nottingham


Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll, 240. Salary Group 5.

Vacant 1st September, 1977.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date, 11th March, 1977.



Nottinghamshire County Council
County Hall, West Bridgford,
Nottingham NG2 7QP

DEVON METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Devon. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Devon Education Office, 14th March 1977.

GLoucestershire COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Gloucestershire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Gloucestershire Education Office, 14th March 1977.

HERTFORDSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Hertfordshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Hertfordshire Education Office, 14th March 1977.

NEWHAM LONDON BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Newham. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Newham Education Office, 14th March 1977.

ROTHERHAM METROPOLITAN BOROUGH OF
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Rotherham. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Rotherham Education Office, 14th March 1977.

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Wiltshire. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Wiltshire Education Office, 14th March 1977.

NEWCASTLE UPON TYNE CITY COUNCIL
EDUCATION DEPARTMENT
14th March 1977

Applications are invited for the post of Headship for a school in the area of Newcastle upon Tyne. The school is a primary school with a roll of 100 pupils. The headship is a full-time post with a salary of £10,000 per annum. The successful candidate will be responsible for the general management of the school and will report to the Education Officer. Applications should be sent to the Education Officer, Newcastle upon Tyne Education Office, 14th March 1977.

EXTRA

History: past and present perspectives



The goddess Victoria, symbol of Roman triumph, lying amid ruins in the African desert. Taken from "Through Roman Eyes" by Roger Nichols and Kenneth McLeish. Cambridge University Press £4.25. 0 521 20345 7.

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The present threat to the past

Tom Hastie on the current pre-occupation with contemporary history

The anguished shriek of "History in danger!" is less audible now than it was eight or nine years ago, partly because many history teachers had the courage to admit that some kinds of history deserved to be endangered and partly because a modus vivendi had been reached with our social studies colleagues.

There is a growing unease, however, among history teachers, exasperated, publishers and pupils at the more insidious threat to history from enthusiastic history teachers themselves. This is the current pre-occupation with contemporary history.

Our pupils must know something about the twentieth-century world they live in, they must be given insights into, say, the Arab-Israeli conflict, current African nationalism or the Common Market, and we should be encouraging them to make their own value judgments about the events around them. But what values do they know if the bulk of their history teaching at senior level has been about 17th century England and its values? Or, as Kipling put it: "What do they know of England who only England know?"

If we are to be consistent in our emphasis on attitudes and skills rather than the mere accumulation of fact, then we must expose our senior pupils to the attitudes and values of at least one society outside the contemporary period. This will give them the opportunity to make comparisons, to see differences and similarities, to consider what may have been lost, what may have been gained, to see which are central and peripheral happenings in the history of the world.

It is true that the more they learn about the more they remain in the past, but we ought to be exploring the past to see just what things do remain the same so that we may reject the current fobbing-off solution.

and incidental scapegoat and conceals the true nature of the problem.

If history is the story of human change in society, our senior pupils must necessarily study in some depth a period other than the contemporary one. Only by such an exercise can they be given a truly historical outlook and be forearmed for the many demands which society will make upon their credulity, their allegiance.

Is a study of Roman Britain necessarily a waste of time for senior pupils? Is it irrelevant? At a time when Britain's currency is in jeopardy is it irrelevant to consider the monetary factors which played such a key role in the collapse of the Roman Empire in the West, which made Rome's invasion of Britain inevitable? The drain of Roman silver eastwards was proving serious to the stability of the economy so that new sources of silver were desperately sought. As well as new sources of silver, however, lead was needed in large quantities because of the chemical role it plays in refining silver. Britain was known to have extensive deposits of lead so her invasion by Rome became a necessity.

The resultant industrialization of England for 400 years was not so very unlike the colonial experiences of many peoples during our own twentieth century. The imperial policies of oligarchic Rome and eighteenth-century democratic Britain may be seen to be startlingly similar in motivation and execution, thereby leading us to more profound studies of government itself, of power structures, that would have been possible if the topic had been introduced cold.

The crippling drain on the Roman treasury made by the demands of welfare (bread and circuses, for example) is not unknown in the modern world either, as citizens of New York City know only too well. What were the factors in Roman

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A constant pleasure

The study of history occasionally suggests the gaps, nuances, and chances that make up our everyday world. By Robert Fox

I have long suspected that the minds of those interested in history, as amateurs or professionals, are not those of other men. They have a kink which leads to blurring the barriers between past and present, a mental version of "fallen arches". Professional historians sometimes demonstrate symptoms of obsessive neurosis, building up their own worlds in the past and inhabiting them, shutting out experience of the present more and more.

A better analogy might be taken from alchemy; for some history is an opiate, for which the curious increasingly crave. Since I fall into this category, I must declare my interest right away. The use of history is a constant pleasure in everyday life, professional and private, for me, and I think it is one most people can enjoy: it is not an esoteric language nor a private vice.

The difficulty of history, and much of the reason for its disrepute today, is that it is an untidy subject. The term itself is imprecise, stemming from a classical word for inquiry. Methods of study change from period to period under scrutiny, and according to the age doing the studying. Historians of the classical Middle Ages used different techniques from the medievalist. Lord Acton in his preface to the Cambridge Modern History at the turn of the century, could write with assurance that most important historical facts were capable of being discovered, the zenith of the Whig view. Today we are at the opposite end of the scale, doubtful about most interpretations of the past. Outside the ranks of the historiographical faithful the chorus grows supporting Henry Ford's thesis that history is bunk.

As a nation we are often accused of living in the past, but with a system of government based on seveneenth and eighteenth-century precedent (how else could Cabinet rule have been produced?) and a common law based on precedent, the charge is hardly surprising. The Americans have a government based on an eighteenth-century document, the French a penal code devised by Napoleon, but both have achieved the status of absolutes.

In practice, both systems need the constant attentions and revisions of the present. We all borrow from each other. A Dutch economics professor once said that a country with a future needs no past, but this was missing his luck. Though the past is not an endowment, insurance schemes guaranteeing value, status and beauty, it does provide a clue from which we can get a few clues about some of the ways we look at our surroundings and ourselves now.

The clues of the past are most immediately apparent in our attitudes to place. A town or village name, a street, can tell us a great deal about the kind of community evolving there. For the more strictly antiquarian churches, their monuments and details of architecture can bring the past alive. The other day I saw a genuine leper's squint in a remote Exmoor church—the chink through which the diseased outsider could watch the elevation of the host at Mass recalled a medieval community in a moment.

The layout of a town like London, where boroughs like Hampstead and Islington were villages surrounded by fields just over a century ago, now a giant frog-spawn of the old local communities, does more than explain the failures of flyovers and underpasses, the traffic schemes of professors in town planning today.



The fountains of Siena, like this one by Jacopo della Quercia, constantly speak of centuries of thirst and drought.

In smaller towns, like the medieval hilltown of Siena in Tuscany, street corners and bars are the meeting places of past generations. They maintain still the vitality of the community of the present. Citizens feel genuine loyalty to their section or *contrada*, which takes on its 16 rival groups in the *palio* or horse race round the main square, twice each summer. This is based on a seventeenth-century ceremony, which in turn was taken from medieval public games.

The street names and fountains referring to the city's mythical underground stream speak of centuries of thirst and drought each summer which has shaped the town economy. It was only in the 1940s that water was restored when the Communist communal government built 20 miles of aqueduct to fetch spring water from the Val di Chiana.

Then there is the broader division of town and country, an almost forgotten dimension to our modern sense of place. A century ago nearly half the people of western Europe were directly dependent on the land. Now the soil supports less than a tenth, in this country less than five per cent of the population. The more properly village or suburb, has been at worst a site of social trauma. The rapid change in this country came in the 1920s with break-up of the big estates.

Twenty years ago I knew a Somerset farmworker who had made the journey to Taunton, eight miles away, only about six times in his life. His year turned on the sheep fairs at Lady Day and Michaelmas on the Brendon Hills. He left the farm to work in the quarry when he was 50, but his health wrecked by years of rough cider drinking, a family scandal, a hint of blackmail, he returned to his old cottage and hanged himself from the apple tree.

Work for country people is not rustic idyll; they are notoriously oblivious of their surroundings, but the life of the country is something whose terms they understand. Town dwellers and industrial workers instead are becoming more vociferous about their feelings of anxiety and alienation.

The way we speak and write to each other is another field of endless interest to historical detectives. The professional etymologist examines his piece of word with the precision of a scientist, putting a specimen slide under the microscope. But for the less specialist, too, language and even accent have their own joys of discovery.

Italy, one of the most divided European nations, is going through a boom in films which play up the differences of regional accents. The joke in the Maresmanti film, *Distance Italian Style* was that it was most un-Italian and based on Sicilian codes of courtship, adultery and vendetta. The cherry on the cake was the local community with sibilant "h" characteristic of Romagna, the home town of commedia as well as of spaghetti and meat sauce.

More incredible are the accents of some of our immediate postwar adventure pictures, the cut-glass tones of James Mason, Michael Redgrave and others, seeming to prove that not only men were men, but the claps were quite definitely claps.

In all communication the techniques of history help in understanding the hand or voice behind the utterance, and the view of the world which produced it. However formal a document, or computer printed, some personality has determined its composition.

In all communication the techniques of history help in understanding the hand or voice behind the utterance, and the view of the world which produced it. However formal a document, or computer printed, some personality has determined its composition.

Continued from page 33

society which necessitated a vast welfare programme? Do they throw light on the factors in our own society which place so many people today in the position of requiring welfare assistance from the state?

The Middle Ages lend themselves even more to a study in depth by senior pupils. They are sufficiently remote to be different and interesting, yet not so remote as to be irrelevant. It was in the Middle Ages that there began to burgeon such features of the modern world as capitalism, nationalism, science, parliament and assertive individualism.

The power struggle of the period is readily identifiable as having been between the crown, the nobles and the church to begin with; but steadily the commercial class asserts itself as it grows and is eventually courted by the others. Pupils can see the shifting alliances, and that fact that another becomes temporarily more powerful and they can see how these alliances alter as expediency demands. Their eyes are opened to the way of

struggle for position and advantage which goes on in all power systems and their minds are the better prepared for an analysis of the power struggle today.

The Middle Ages also offer a society where the centre of gravity, as it were, was the group, the guild, the village, the church, the town, the monastery and so on. The advantages and disadvantages of such a society can then be discussed and pupils shown that there are alternatives to their present-day viewpoint with its emphasis on unbridled individualism.

Fortunately the sacred cow of inclusion is being increasingly challenged by today's thinkers, that Vine Deloria, the well-known Sioux spokesman, can say: "The white man keeps talking now about the community, about the importance of the community to all of us. In other words, the white man has discovered the tribe." Here is a talking point not only for historians but for social studies and general liberal studies.

History teachers claim that history helps pupils to make greater sense of the world around them, but surely that is only valid if pupils are given precedents of human motivation and activity in a variety of societies so that they can discern what is universal and what is local in time and place, which are primary and which secondary factors. It is surely the modern world, initiation into the modern world which is more likely to be efficacious than a study of this or that modern event in isolation.

If we believe that education really is a preparation for life then it should be concerning ourselves with helping our pupils to discover themselves some dynamic truth rather than regurgitating static facts. Are we not in danger of losing sight of the long-term features of history as a result of maintaining too constant a focus on the short term? If history pupils increasingly parrot their teachers, their society is in danger of becoming a static one.

Were there but world enough and time . . .

World history: possibilities and constraints in the secondary curriculum. By Edmund O'Connor

Between 1972 and 1975 there has been a steady growth in the number of O and CSE level papers which have extended beyond British and European history.

This finding comes from two groups of teacher fellows at the School of Oriental and African Studies, London University, who looked at history papers in 1971-72 and again in 1975-76.

The same period has seen a more substantial development in the publication of books, teaching packs and audio-visual resources for teachers and pupils in secondary schools covering themes and areas which feature in most world history syllabuses; and there has been a similar increase in bibliographical information and evaluation. SOAS's external division has published *World History Syllabuses* and articles have appeared in *Teaching History*.

World history of course still lacks its all-embracing school textbooks and will be none the worse for it, but budding teachers will be encouraged and stimulated by the recently published *Hutchinson's History of the World* by J. M. Roberts which has received much critical acclaim.

Nevertheless it is foolish to ignore the very real constraints placed on teachers. The introduction of world history means increased spending at a time of financial drought and the commitment asked of the teacher in preparing himself for a world history syllabus is also considerable. This is particularly so when demands on teachers' time are increasing, and when opportunities for in-service training appear to be declining despite contrary declarations of intent. It is possible, however, to point to ILEA for at least one excellent example of a well supported and practical programme of curriculum and resource development in this field.

Another constraint arises from the nature of the papers currently offered. Apart from "extensions of

Europe" and "British Empire and Commonwealth" type offerings, two A level and six O level hours offer papers which are entitled "World History" or "World Affairs" and include area options with limited opportunity for comparative study.

Their most striking feature, however, is that their global perspective is confined to the twentieth century as if the world only emerged in 1900, 1919 or 1945, when what did emerge was successively modified conceptions of world order. This also applies to the world history offerings of all eight English CSE boards where another feature of the syllabus is the enormous ground to be covered.

Again, there is little opportunity to teach on a basis of themes or to study in real depth. Where a school wishes to do so, a Mode 3 syllabus is possible. This could also help to overcome difficulties where schools are faced with the problem of mixed CSE/O level classes across a wide ability range. But such approaches have been fewer than they might have been because of the extra work involved and because many teachers feel ill-equipped to construct and examine them.

It is certainly tempting to confine a world history syllabus to the twentieth century but this is only gained at the expense of a greater time perspective. Yet it is neither feasible nor satisfactory to attempt an anonymous chronological outline: world history is not necessarily the same as a history of the world.

If both spatial and time perspectives are to be achieved, and more opportunity provided for a comparative approach, and if one also accepts the need to use, interpret and evaluate evidence, then some clear criteria for selection must be applied. These will partly depend on the age level of pupils, on the interests and skills of the teachers, on the range of resources available and on a subjective decision as to which themes, topics or areas are of greatest importance.

Chart of world shipping. The thick lines show where most of the sea traffic is concentrated (1966). From "The Communications Revolution" by Elizabeth Wragham. Harrap World History Programme.

Another problem of an area approach is that valid and different arguments can be provided in support of each of the major areas. Yet world history is more than an aggregation of area histories just as an area study is more than an aggregation of national histories. If an area study is to be followed then there is a strong case for a comparative and interactive approach. China and Japan, Japan and the United States, Britain and India, provide excellent opportunities for an interactive approach while a fruitful comparative study could be made of Britain and Japan.

Interesting examples of these two approaches are given by Richard James, "Japanese History" in *Teaching History*. Such approaches could, of course, be extended to other areas.

The thematic approach which has so far been largely neglected, or one combining a selection of themes and linked area topics, provides perhaps the best way forward. One way could be to consider themes which have not only been important but which continue to be important—themes such as urbanization, industrialization, religion, agriculture and food, nationalism, war and

society, the growth of the state, the scientific revolution. Within each theme it is necessary to be selective and provide opportunities for meaningful comparison. Urbanization, for example, would provide an opportunity for the study of selected pre-industrial and post-industrial cities with good extra-European examples, which are well documented to illustrate their different origins and functions, together with a study of the process of urbanization and its effects upon human life. It is perfectly possible to resource such

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Facts through fiction

By D. L. B. Hartley

Last year I brought certain classics of French literature into my A level lessons on nineteenth-century European history. I introduced the book and read short passages at appropriate points in the course. I emphasized that the authors were writing about the France they knew at first hand, usually the France of their youth. This Paris in 1819, Balzac is writing, then, about the France he knew in his twenties, and Eugene de Rastignac is a law student in Paris as he also was.

In this first year I had time to make myself familiar with six books; they spread to some extent through the century. The events in *Eugenie Grandet* (Balzac) take place between 1819 and 1827 in Saumur (population now about 20,000). The setting in *Old Goriot* (Balzac) is set in Paris in 1819. Balzac is writing, then, about the France he knew in his twenties, and Eugene de Rastignac is a law student in Paris as he also was.

The history student will notice that the miser Grandet founded his fortune by buying land which had been confiscated from the church during the Revolution and consolidated it through his contract to supply wine to the army. He will see through that there had been little sympathy for the Revolution in Saumur. He may remember, for example, that the French Republic was liquidated during the Revolution, that France too had a corn law, and he will appreciate the crack about Bernadotte and many other references to contemporary events.

Most of the events in *Les Miserables* (Hugo) take place between 1820 and 1832 and there is much reconstruction: in June, 1832, Marshal Soult remembered Suchet's remark during the Spanish war, "We are lost when old women empty their pots on our heads". The events in *Sentimental Education* take place in Paris in the years 1840-52 during which Flaubert, like Frédéric Moreau, was a law student.

Germinal and *Nana* by Zola both deal with the years 1867-70, the former in the north-eastern coalfield, the latter in Paris, and Edouard Lanier, the central character in *Germinal* who dreams of making "the first speech in Parliament by a working man", is Nana's half-brother. Taken together these books leave two outstanding impressions. One attacks that they are unhistorical; that they are sociology or politics rather than "true" history. But content, teaching strategy and assessment methods can all be on a higher level than a blinkered view, and an approach of this kind can offer valuable links with other subjects.

While it must be hoped that some GCE and CSE boards will attempt a more adventurous approach it is, at present, the pre-examination tunity for the introduction of an increasing range of material suitable for this age level which would allow an interesting and coherent selection of men and event topics with linking themes. At this level, also, a biographical approach helps children to identify with a particular period of historical development and a world history syllabus would provide a rich field from which to select examples.

Such a syllabus would need to be self-contained and meaningful for the many pupils who will not continue with the subject but it should also be able to provide an appreciation of the meaning, value and enjoyment of history to those who will continue with the subject for public or national history syllabuses.

And even within local history efforts could be made to include some consideration of a wider context. For example, in studying the Elizabethan period it would be possible to consider the achievements of an Aztec contemporary, with its contrasting example of religious tolerance. In an article in *Teaching History* in November 1977, Barry Davies and Peter Pritchard claimed that

Edmund O'Connor is organising extramural studies at the School of Oriental and African Studies,



Spanning a century, Gustave Flaubert, Victor Hugo (top) and Zola.

is of the belief that the establishment of a republic would bring an end to most difficulties. "What a hideous thing such lunatics had done when there are no kings left there will be no war", said Camille during street fighting in 1812 (*Les Misérables*).

And from *Sentimental Education* in 1848, "The Republic has been proclaimed! We shall all be happy now! I heard some journalists saying just now that we are going to liberate Poland and Italy. No more kings! You understand that? The whole world free!" A few pages later, "The communists might see that deputations of every kind under the sun going to present a petition at the Hotel de Ville for every trade and every industry expected the Government to put an immediate end to its problems."

I am glad of this evidence, for my pupils, young subjects of Hitler when I explain that most radicals in the nineteenth century were ardent republicans. The other vivid impression, and one was aware of this already of course, but ideals and hopes blurred in the dawn that broke in 1789, is of the acute inequality in post-revolutionary France, of wealth,

poverty and suffering. Perhaps, the essential theme of *Les Misérables* (Hugo) could be the title have been translated "The Travelling Boot in the Foot". Balzac's *Faubourg Saint-Germain* and his friends agreed "since the bourgeoisie had been driven from the fat of the land... before the century was out there would be another revolution, and this time it would be the workers' revolution."

I approached these books as a history teacher, but their literary qualities, which I was first struck by, were a kind of bonus. I found larger than their value historical documents. A valuable companion for the *Journal*, edited and translated by Robert Hildick and published by Oxford University Press in 1976. The first entry is for the day Napoleon arrested, 1815, in the last, dated 1896, in the country houses were living in. Both personal and public events. They knew Flaubert and Zola, some of their books appear in *D. L. B. Hartley is history master, The Lakes School, Windermere.*

School history remains essentially content-based, politically orientated formal in learning methods, limited in resources and deficient in attention to both objectives and evaluation. I would not be so bold as to claim that world history will cure these deficiencies. Certainly world history should ignore content; quite the contrary. Nor would I argue for a world affairs syllabus which failed to inculcate a sense of change over time. I would accept, however, that the introduction of a world history course makes it unlikely, as much because of the constraints as because of the opportunities, that the relationship between content and its place in the curriculum will be ignored.

Perhaps the most encouraging aspect of all is not just the increasing number of teachers who have accepted the challenge of introducing world history syllabuses despite the additional workload. Those who contemplate doing so may value G. R. Elton's comment: "Over concentration on one's own country is quite wrong because the student should learn about the differences which made his own country particular, and this he can do except by creating standards of comparison. Differences in space and time: these are the attitudes and with it the necessary and desirable elements of the maturity which historical understanding can create." Who can be fairer than that?

Making firsthand sense of the past

Training in research sources and methods adds an important intellectual dimension to studying history. By Negley Harte

Combining university history teaching and examining in the subject at colleges of education provides an odd contrast. It is only in the latter capacity that one comes across students who have had to look at primary sources and who have engaged in the actual writing of history.

At university, one is teaching relatively bright students who take honours degrees in history, many of whom go on to occupations in which their understanding of the historical process stands them in some stead (as distinct from the mere possession of a degree). None of them, however, is required or even expected to look at any original source material, much less to actually use it. This is true of all those taking their degrees at the country's largest school of history, at London University, as well as most of those reading history at the provincial universities, including Oxford and Cambridge.

At the education colleges, on the other hand, one finds oneself examining students of generally more modest abilities, few of whom go on to make professional use of history other than as non-specialist teachers. Yet a good many of them are expected to make firsthand sense of the past by undertaking a so-called special exercise.

In the colleges belonging to the Institute of Education at London this option is open to most students offering history their main subject for the Certificate in Education. The stipulated length of the special exercise is somewhat vague: 12,000 words "might be held to constitute a minimum length", and exercises "well over 20,000 words or well under 10,000 words will be penalized".

The purposes of the exercise are quite specific, if broad. It is "primarily designed to give students an insight into the way in which history is written". Normally this is taken to demand the use of primary sources, but the critical use

of secondary authorities alone can be acceptable. The result of undertaking such a piece of work, according to the sensible and brief *Guide to the Special Exercise*, should be "the development of a more informed and critical approach to all historical writing (especially to the generalizations of the ordinary textbook) and an appreciation of the problems of historical method". Given these objectives, the guide correctly concludes that "the merit of a completed exercise will lie less in the quantity or originality of its material than in the extent to which it reveals the student's capacity to use intelligent use of the material at his disposal".

To what extent are these fine objectives realized? After five years of reading these exercises, I have found that the activity of producing them is almost invariably worthwhile for the student. So often at the moment of writing yields to be garnered from identifying closely with such a task are gratifyingly revealed. Generally the students like doing it: it is their own work in a way that mastering a textbook is not. The value of the exercise lies not in the information they pick up about the new poor law in Clerkenwell, the coming of the railway to Bromley, the effect of the 1870 Education Act on Kingston, the social structure of Kilburn as revealed in the 1841 and 1851 census returns, Eltham and the enclosure of Snifflewick or whatever. These are the sort of subjects people write about, and they are often—though by no means always, alas—interesting enough in themselves. The value of local history, its diocesan or intrinsic, is too well-established now to need reiteration.

The real value has a different focus. It lies in how the students are forced to address themselves to some records left by people now dead and in doing so of it all. They have to piece the story together, to build up a picture and

therefore a pattern, to come to some understanding of it and to write about it in a longish piece of organized prose. The limits of what can be established about the problems with what degree of reliability, and what has to be supposed or presumed about the situation, perhaps on the basis of what has been established in other similar cases, or deduced from some relevant theoretical postulation—questions such as these are clarified in students' minds once they are faced in practical terms. They are issues from which a lot of the benefit of studying history flows.

There is, it has to be confessed, little evidence of real insight into the writing of history, or indeed able—and undeniably derived—from tackling such a piece of work spinning off into the sort of discussion one finds in the written exam papers of the candidates. After all, writing an essay based upon research among the writings of other historians is not fundamentally different from writing a special exercise based on research among records that were not created with the future historian in mind. Some follow-through is needed to make students see the connexions.

Perhaps the making of such connexions is hindered by the largely local status of the special exercise. Clearly the subject takes has to be a manageable and practicable chunk of past experience, but there could be more studies based on printed sources (especially where the still too little tapped wealth of *Parliamentary Papers* are readily to hand) or by taking historiographical themes, or aspects of the history of ideas. This might also spare the poor archivist who has to cope with an ill-equipped Cert Ed student seeking sources for their exercise. The sort of assistance they get from their teachers at college vary surprisingly. Sometimes groups are sent and they get decent supervision, sometimes they seem to be

left to fend too much for themselves. The only sources which university student, by contrast, generally sees are those printed in collections of documents. Despite the value of hardy stand-bys like Tawney and Power's *Tudor Economic Documents* or the excellence of many recent compilations like W. H. B. Cour's *British Economic History, 1870-1914: Commentary and Documents*, such works inevitably present the same challenge to the imagination as contact with the chaos of real-life sources which have to be rummaged into shape in order to answer the questions which themselves have to be generated in the course of pursuing the records.

History is essentially an activity that involves making sense out of incomplete information. When the data is so voluminous as to be virtually complete—as say with the records of the bureaucratic-welfare state, or President Nixon's extraordinary tapes—history becomes either impossible to write or too boring to bother.

To be forced to attempt to make sense for oneself of a part of reality that is only partially documented is a firsthand insight into the nature of professional historians. Above all, it should make students questioning if not sceptical about the statements they read by other people whose writing happens to have been set into print. It is also a training for any job which involves making a decision on the basis of inadequate information. This point needs emphasizing. Mini-dissertations are not just to be seen as early training for the future PhD. The recent reforms of the London history degree have introduced a small element of examination means other than the conventional written papers. Twenty-one of the 46 special subjects which constitute about a quarter of the workload (and which have always involved

study of prepacked selected documents) now require submission of either one 5,000-word essay or two 2,500-word essays besides a traditional exam paper. It is a long overdue innovation.

These dissertations should be seen not just as providing a training in research sources and methods, but as an important intellectual dimension of studying history. It is to be hoped that the violent changes being pushed on education colleges by the Government will not result in the phasing out of the special exercise in whatever history courses remain. It must be initiated and improved, rather than destroyed.

Negley Harte is lecturer in economic history at University College London.

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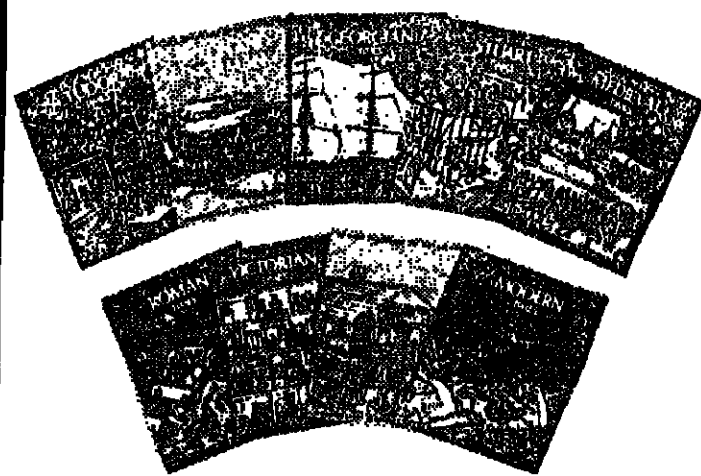
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The bells of hell

"The Great War",
Longman's history pack,
edited by Tony Howarth.
Reviewed by Brian Cooke

Here is a task for you. Plan with other history teachers some material for CSE and GCE groups on World War I.

It should include a wide range of work—notes, essays, mapping, calculations, posters, interviews, imaginative reconstruction exercises and so on based on detailed information, varied sources and ideas. Insist on material with scholarly foundations but presented so that frustration and boredom are avoided as far as possible. With skill, assiduity and good fortune you may just reach the quality of *The Great War* edited by Tony Howarth. Though not without blemish, it is that successful, and a model for others.

The complete set contains eight main course and four optional booklets which cover the Great War of 1914-18 in a topic approach with chronological sequence. The core begins with a study of British society at the start of the century (*The Two Nations*) followed by booklets on the causes, the coming of war, the western, home and eastern fronts, the entry of the United States and the closing stages, and post-war Britain.

Optional study embraces war at sea and in the air, the Dardanelles and the Mesopotamian campaigns and booklets containing lyrics of soldiers' songs and a selection of the poetry of the time. Each main course booklet contains an impressive variety of documentary information and illustrations, some well established, others less familiar, with author's commentary and questions for work integrated into the text; it is an important, and successful, feature of this collection that information and tasks are not physically separated as in some packages of materials.

A vital element in each booklet is the four-page fillet sheet to be extracted and retained by pupils. This contains several pieces of work which are part of the sequence of the topic plus a copy of the information in the booklet so that pupils do not have to keep a booklet for record and revision purposes. At the end of each fillet sheet are questions of differing degrees of difficulty which provide essays and require an overall view of the booklet's contents. Fillets may be reproduced without infringing copyright.

The format is no-nonsense and direct. The juxtaposition of text, source material, illustrations, and work is attractive and sensible, though there is considerable work to be read. History is here, undeniably, though not exclusively, literary; there are few concessions to the fiddling reader. The booklets are designed for youngsters aged 14-16, principally CSE groups



Disillusion. The face of a British soldier early in 1918. From *'The Sands Run Out'* by Maria Mackay, one of the units of *'The Great War'*.

though O level and non-examination classes will be accommodated, and there is little doubt that Tony Howarth's team knows what it is about.

Although the whole package is a programme, individual booklets are available separately so that teachers may fit parts of the set into their own scheme of work. A small booklet of teachers' notes offers plain-talking ideas for ways in which the various items might be used, in streamed, banded or mixed ability groups, with additional or optional work for the enthusiastic or quick, and suggestions for individual or small group work. How long is taken over the use of the material will differ according to obvious variables but the authors claim that assuming an allocation of two-and-a-half to three hours a week, most pupils should be able to work through the course in a term.

Pupils who were recently given some of these booklets to tackle, with minimal preparation, found them initially complex and bewildering—but teacher skill and pupil practice soon develop the appropriate manoeuvres. The bombardment of ideas, details and activities, coupled with the use of what is required and what will be achieved at the completion of each stage.

Touches of remorselessness, a sense that some aspects seem daunting and repetitive, are dispelled by the virtues. The gloomy dangers of the endless workshop treadmill—keep them busy with least disturbance—are avoided by the

concerned, sensitive teacher. There is no excuse for arguing that the package is automated, self-contained and clud with iron. While some booklets, and topics, are more attractive and convincing than others, and there is slight variation in accuracy in hitting the target audience, skilful editing reduces criticism.

Finally, what of value for money? The booklets are available from the Longman Resources Unit through a subscription scheme which includes a complete reference set (eight main and four optional booklets) plus order forms to obtain a further 30 copies at no extra cost. Booklets can be bought in any numbers, and not all at once if that is preferred, and additional copies beyond the basic pack are available in multiples of 20.

The life-expectancy of limp booklets is well known, though these will survive on balance better than single sheets: certainly at an average of 25p per booklet most teachers will need to consider this collection carefully but there is little doubt that they will obtain a thorough and effective product. *The Great War* edited by Tony Howarth. Reference set of 12 booklets plus teachers' notes, and entitlement to further 30 units by subscription scheme, £26 plus 2p postage. Extra units at £5 for 20 plus 65p postage. Longman Resource Unit, 9/11 The Shambles, York, 1976.

Brian Cooke is a lecturer in history at the school of education, University of Exeter.

Pity she's a bore

By Richard Wilkinson

"This is the most boring book I have ever read!" "Yes, dear, but you always say that about history books." My wife is right. Time and again I have groaned, and inwardly as I have ploughed through the latest PhD thesis inflicted on the reading public. *A New Statesman* reviewer coined the word "phandery" to describe such publications. We schoolmasters are the always tried conscientiously to keep copies. But it is hard work. Perhaps I am easily bored—or, as no low mental saturation threshold, I occasionally one ready an interesting history book and one cannot help remarking that Cllo, the muse pity she's a bore.

This, however, is bound to be the case due to one unquestioned reality, namely, that it is not how tedious, repetitive, meaningless and irrelevant history is provided that

it is in the documents and therefore true. This worship of detail is the curse of the professional historian, whether he lectures or writes, and school teachers are cursed as well. At university, it is "the price of blood" in the reign of Edward III"; in schools it is hairdressing through the ages.

What is the cause of this disastrous situation? Is it that publishers accept anything in order to keep their employees in work? Come to think of it, there will always be a guaranteed minimum sale for a new work of history. It will be reviewed with a criminal generosity by the author's colleagues, it will be recommended by the author to his undergraduate pupils and will be bought by libraries and the occasional schoolmaster. But this is not the real explanation.



Cambridge. Like most dons he was extremely clever; indeed, he had an international reputation. Unlike Lucky Jim he had a deep love for medieval history—and he was a marvellous teacher. I shall never forget the first time I read him an essay. It began with the harmless

continued on page 42



Kice planting in Srilanka.

Complex

Traditions other than our own

The history of India did not begin with the East India Company or that of Africa with Livingstone. David Edginton urges a new look at Commonwealth history

Some readers of the TES will be sufficiently long in the tooth to remember *1000 and All That*—Sellers and Yeatman's send-up of English history.

The chapters slavishly follow set periods and reigns of English monarchs, caricaturing them: "James I slobbered at the mouth"; "Queen Victoria was a good thing and was not amused", etc. They threw in hackneyed phrases and confusions to make the chaos more entertaining.

Mercifully history teaching in British schools is not like that any more (at least I hope it is not), but happily, there is still far too much emphasis on British history and not enough consideration of our own multicultural society. It is allowing history to foster a greater measure of understanding of other cultures and peoples.

A survey published by the Voluntary Committee on Overseas Aid and Development in 1971 indicated that the number of questions set in the CSE examination on Third World history did in fact increase from 71 in 1967 to 225 in 1970 and in O and A levels from 94 to 231 in the same period. But these statistics could be misleading because many of those questions were more concerned with European activities in the Third World than an indigenous historical account.

Lydia White goes on to say of the 1971 examinations survey: "Indeed, for more GCE boards, colonial history is all that is expected, as far as the history of the Third World is concerned, though the boards with twentieth century syllabuses include study of nationalism within the Commonwealth and a study of the United Nations."

Generally speaking, in schools where "Empire" history is taught, syllabuses and resources will tend to leave a colonial taste in the mouth. The history of India begins with the East India Company, that of Africa with the explorations of Livingstone, who "discovered" the Victoria Falls, by the way, assuming either that nobody knew of their existence before Livingstone, or if they did, their knowledge is not worthy of serious thought.

To quote from Lydia White's excellent pamphlet again: "It does not seem to be recognized that these countries have a history independent of ours and that, in the case of India, it is well recorded history. But for most British school children, world history begins with the 'discovery' of the rest of the world by the Europeans and is seen from a British point of view."

It would be both inaccurate and unkind to give the impression that all history teaching is British, or even when the syllabus does stray beyond Britain it is either wildly inaccurate or hopelessly biased; it is not. The VCOAD Oxfam schools field ("Involved in Mankind") exhibited at the Commonwealth Institute last February included some excellent examples of children's work that resulted from an Indian pro-

ject, and at least one of my students devoted a term to a primary school project on Africa, culminating in a superb collage of an African village made by the boys and girls.

The School of Oriental and African Studies Extra-Mural Department is very much concerned with equipping teachers to embark on new fields of study concerned with the Third World. SOAS has an excellent resource centre available for schools to provide suitable backup material.

A number of college of education history courses include components of non-European history; the London Institute includes three courses in world history and three in Commonwealth history—of which my own course, "The Development of the Commonwealth 1926-61" is an example.

Why teach Commonwealth history, or better still Commonwealth studies? First, and perhaps most important, because it is interesting to boys and girls. Increased contact with children from other cultural backgrounds in their own classrooms, growing coverage of Commonwealth news on the television, and even the occasional West End play (*Upi Tombi*, *Kwa Zulu* and so on) generate interest in the history and cultural traditions of other parts of the Commonwealth.

Boys and girls want to know, and this is an excellent reason for introducing them to another historical tradition than their own. Its very difference makes it the more interesting; the tradition that we start junior school history with the Stone Age and reach Queen Victoria by the time we are 11, and then start all over again with the Romans in Form 1 makes for monotonous repetition, and a year studying African history or Canadian history, for example, can spark off new interest in the history lesson.

In the second place, we have a duty to ensure that our history teaching reflects our present multicultural society. With a school population of nearly 300,000 children, representing four or five non-European traditions, it would be dishonest to ignore their history when we consider our syllabuses. A recent conference of West Indian teachers deplored the almost total lack of West Indian history in English schools, and this is the more serious when one is reminded that this same omission was very common in most schools in the West Indies.

Donald Hinds, Jamaican-born author of *Journeys to an Illusion*, describes the historical experiences of Devon in his primary school in Jamaica: "I could recite passages from John Evelyn's *Diary of the Great Fire of London*: I still can." 2 September, 1666—I took coach with my wife and son as far as Cheapside... the conflagration was so universal... Yet I knew almost nothing of the great fire of Kingston, 1903...

It should also make us determined to avoid making the same mistakes here. Children in multi-cultural schools in our large urban areas need to know something of West Indian history, of the traditions of pre-colonial Africa and of the Indian subcontinent, if only to help them identify with their own cultural heritage.

History is not all British; nor is it all West Indian, nor African, nor does it all belong to any other part of the world. It may be necessary to sound a word of warning here against allowing history to become a tool used to perpetuate tribalism in the widest sense of the word. Readers will be familiar with Black studies, an experiment tried at Tulsa Hill School in Bristol and reported in a number of secondary schools in areas with a high immigrant population, whereby West Indian culture (history, geography, literature and thought) was offered as a CSE Mode 3 option.

This experiment was in fact successful, and accounts of it can be read elsewhere. But there are dangers in this line of thinking; if black studies should we not also plan options in brown studies for the Asian children, Mediterranean studies for those from Cyprus... and Gaelic studies for the O'Connors? The purpose of this article is to urge the inclusion of Commonwealth studies, whereby children are led to think about a quarter of mankind with many differing cultural traditions.

Perhaps the strongest argument for teaching Commonwealth history

Continued overleaf



A worker on Canadian National Railway.

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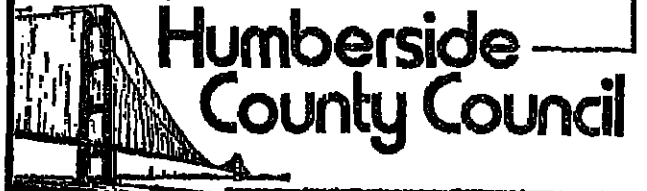
Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, and should be returned not later than 11th March, 1977.

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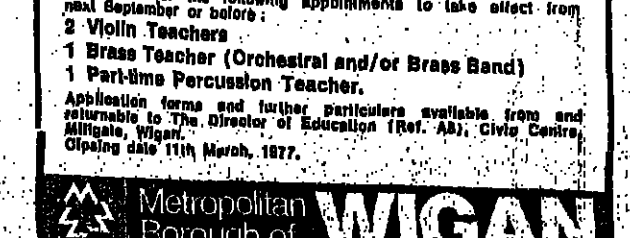
INSTRUMENTAL MUSIC STAFF

Applications are invited from qualified Instrumental Teachers and Musicians for the following appointments to take effect from 1 September or before:

1 Violin Teachers
1 Brass Teacher (Orchestral and/or Brass Band)
1 Part-time Percussion Teacher.

Application forms and further particulars are available from and returnable to The Director of Education (Ret. Ad), Civic Centre, Millgate, Wigan.

Closing date 11th March, 1977.



METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE

HEADSHIPS

Required for 1st September, 1977:
Applications are invited for the posts of Headships of two schools which will be established on selective bases in September, 1977.

1. Sacred Heart R.C. High School (Mixed Comprehensive)

Group 12—1,220 pupils aged 11-18 years, to be formed by the amalgamation of an existing 4 by entry mixed secondary modern school with a 3 by entry former girls' Direct Grant grammar school, situated in the central area of Crosby.

2. Holy Family R.C. High School (Mixed Comprehensive)

Group 10—870 pupils aged 11-18 years, to be formed from an existing 5 form entry mixed secondary modern school in Thornton. The School will also use the Formary area.

Crosby and Formby are residential areas on the Merseyside coast offering good living and work facilities and within easy reach of Southport, the City District and North Wales.

Application forms and further particulars are available from Chief Education Officer, Education Department, Burlington House, Crosby Road North, Wavertree, Liverpool L22 0LG, upon receipt of a self-addressed foolscap envelope, which should be returned by 11th March 1977.

Educational Appointments

Male or female required for the following posts.

Blue Coat C.E. Mixed Comprehensive School

Applications are invited from Communicant members of the Church of England for the following posts:

Deputy Head (Group 10)

for September 1977

Second Master/Mistress

for January 1978

HOYLAND MARKET STREET JUNIOR SCHOOL

Market Street, Hoyland, Barnsley.

CUDWORTH PONTEFRAC ROAD FIRST SCHOOL

Pontefract Road, Cudworth, Barnsley.

THE GABLES SPECIAL SCHOOL (E.S.N.) (5)

Summer Lane, Wombwell, Barnsley.

MILEFIELD MIDDLE SCHOOL

Engine Lane, Grimthorpe, Barnsley.

CHARTER SCHOOL

Broadway, Barnsley (11-16 mixed comprehensive)

HOUNSLOW (London Borough of)

EDUCATION COMMITTEE

BISHOP RAMSEY CHURCH OF ENGLAND COMPREHENSIVE SCHOOL—GROUP XI

(Headmaster Designate; Mr. John Cule, B.A.)

HEAD TEACHER

The School will begin its life on 1 September, 1977, from which date the appointment will take effect.

LONDON BOROUGH OF HILLINGDON

Applications are invited for the following post:

HEAD OF UPPER SCHOOL

The School will begin its life on 1 September, 1977, from which date the appointment will take effect.

BUCKINGHAMSHIRE

DEPUTY HEADSHIPS

Senior Masters/Mistresses

HUMBERSIDE COUNTY COUNCIL

EDUCATION DEPARTMENT

BUCKINGHAMSHIRE

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HERTFORDSHIRE

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Senior Masters/Mistresses

HUMBERSIDE COUNTY COUNCIL

EDUCATION DEPARTMENT

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SOMERSET

DEPUTY HEADSHIPS

Senior Masters/Mistresses

HUMBERSIDE COUNTY COUNCIL

EDUCATION DEPARTMENT

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HILLINGDON

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SECONDARY Remedial Posts continued

HILLINGDON (London Borough of) Remedial Posts continued

NEWHAM (London Borough of) Little Hill School

Little Hill School, London N12 6ET

DEVON (Falmouth School) Remedial Posts

Falmouth School, Devon

CHANNEL ISLANDS (St. Helen's School) Remedial Posts

St. Helen's School, Channel Islands

KENT (Dartford Division) Remedial Posts

Dartford Division, Kent

NORTH TYNESIDE (Newcastle School) Remedial Posts

Newcastle School, North Tyneside

ESSEX (Hemel Hempstead School) Remedial Posts

Hemel Hempstead School, Essex

CITY OF SAJFORD (Salford City Council) Remedial Posts

Salford City Council, Salford

CUMBERIA (Carnegie School) Remedial Posts

Carnegie School, Cumberia

SHROPSHIRE (Shropshire County Council) Remedial Posts

Shropshire County Council, Shropshire

SUNDERLAND (Sunderland City Council) Remedial Posts

Sunderland City Council, Sunderland

DERBYSHIRE (Derby City Council) Remedial Posts

Derby City Council, Derby

NOTTINGHAMSHIRE (Nottingham City Council) Remedial Posts

Nottingham City Council, Nottingham

Other Posts on Scale 2 and above

LONDON (London Borough of) Other Posts on Scale 2 and above

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METROPOLITAN BOROUGH OF STOCKPORT SECONDARY BRAMHALL HIGH SCHOOL, Seal Road TEACHER OF HOME ECONOMICS and NEEDLEWORK (361/7ES) Scale 1.

To teach Needlework in the Lower School and Home Economics to 'O' level, including a C.S.E. Mode 3. To join a team of seven working with the Faculty of Design and Technology.

Application forms from The Director of Education, Town Hall, Stockport (quoting reference), and return to the Headteacher by 8th March, 1977.

KENT County Council Education Committee SWALE DIVISION THE SHEPPEY SCHOOL Purpose-built upper comprehensive mixed school (13-19 years), n.o.r., 1,800+. Required for AUTUMN TERM, 1977.

HEAD OF FACULTY OF DESIGN AND HOME ECONOMICS SCALE 4 Specially qualified and experienced teacher required to take responsibility for the design and home economics aspects of Art, Printing, Pottery, Creative Arts, Brochure, Photography, Housecraft, Needlework and Child Care. The successful applicant would be expected to take part in the school management team.

Letters of application, together with a curriculum vitae and names and addresses of two referees to The Acting Head, The Sheppey School, Minister Road, Minsar, Sheppey, Kent, as soon as possible, please.

By Subject Classification Art and Design Heads of Department

Other Posts on Scale 2 and above

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Other Posts on

SECONDARY Music continued

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT Applications are invited from suitable qualified TEACHERS for the following posts:

WARWICKSHIRE CHEVELLY HIGH SCHOOL Head of Music required to take music to a high standard.

Scale 1 Posts

AVON COUNTY EDUCATION COMMITTEE Applications are invited from suitable qualified TEACHERS for the following posts:

AVON COUNTY WILTSHIRE DISTRICTS Applications are invited from suitable qualified TEACHERS for the following posts:

BEXLEY (London Borough) Applications are invited from suitable qualified TEACHERS for the following posts:

GLoucestershire DEAN CLOSE SCHOOL Applications are invited from suitable qualified TEACHERS for the following posts:

HAVERING (London Borough) Applications are invited from suitable qualified TEACHERS for the following posts:

GLoucestershire Applications are invited from suitable qualified TEACHERS for the following posts:

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HERTFORDSHIRE COUNTY COUNCIL EAST DIVISION

WILMINGTON SCHOOL Applications are invited from suitable qualified TEACHERS for the following posts:

HILLINGDON (London Borough) Applications are invited from suitable qualified TEACHERS for the following posts:

WILTSHIRE DISTRICTS Applications are invited from suitable qualified TEACHERS for the following posts:

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Pastoral Heads of Department

REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

CORNWALL Applications are invited from suitable qualified TEACHERS for the following posts:

NORTHUMBERLAND COUNTY COUNCIL Applications are invited from suitable qualified TEACHERS for the following posts:

HERTFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

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HERTFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

Scale 1 Posts

HOUSEMISTRESSES required, admission for 11-16, in this area. Applications are invited from suitable qualified TEACHERS for the following posts:

ESSEX Applications are invited from suitable qualified TEACHERS for the following posts:

PHYSICAL EDUCATION Applications are invited from suitable qualified TEACHERS for the following posts:

REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

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THE DEWPOOL SCHOOL OF LAWN TENNIS

Vacancies for COACHING STAFF in schools throughout the Staines area. Applications are invited from suitable qualified TEACHERS for the following posts:

MIDDLESEX Applications are invited from suitable qualified TEACHERS for the following posts:

NORTHAMPTONSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

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MIDDLESEX NORTH LONDON COUNTY COUNCIL

Applications are invited from suitable qualified TEACHERS for the following posts:

REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

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COUNTY OF AVON EDUCATION SERVICE

ST KATHERINE'S SCHOOL HAM GREEN, PILL, BRISTOL Applications are invited from suitable qualified TEACHERS for the following posts:

DEPUTY HEADTEACHER (Group 10) Applicants should have high academic qualifications, proven teaching ability and substantial administrative and managerial experience in a co-educational school.

ASSISTANT TEACHERS Good prospects exist for enthusiastic and adaptable teachers with usual secondary interests who are prepared to respond to the challenges of a new school and work for high standards of achievement, behaviour and appearance.

Religious Education Heads of Department Applications are invited from suitable qualified TEACHERS for the following posts:

REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

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REDFORDSHIRE Applications are invited from suitable qualified TEACHERS for the following posts:

BOROUGH OF HARINGEY

NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL Trulock Road, Tottenham, N17 0PG (New School) Roll 1,200 rising to 1,400 (1978). Telephone: 01-801 0081.

Required for Autumn Term 1977 The following posts become available from September 1977 in this rapidly expanding school which has committed itself to combining the best of 'old' and 'new' in education.

ABOVE SCALE 1 POSTS PASTORAL: Deputy Head of 1st Year (Scale 2) BUSINESS STUDIES: Head of Business Studies (Scale 2 or 3)

SCALE 1 POSTS Posts available singly or in combination include: Mathematics (Senior, Physics, General Science, English, Woodwork, Metalwork, Technical Drawing, Home Economics, Business Studies, French, Humanities (History, Geography, Religious Education - integrated course), Remedial (9 posts).

Applications by letter with full curriculum vitae, names and addresses of two referees, to the Headmaster, St. Katherine's School, St. Mary's Road, Tottenham, Bristol BS20 9QR.

City of Manchester Education Committee

Unless otherwise stated all posts are available from April 1977, and applications with further particulars are available from the Head of the School, to whom they should be returned.

SHARSTON HIGH SCHOOL Forfe Road, Wythenshawe, Manchester 22. Required for 2nd May 1977, to the end of the Summer Term, temporary teacher of English to teach for summer term only. For three days (equivalent) a week.

HARRIS HIGH SCHOOL Church Lane, Wythenshawe, Manchester 22. Required for April. Teacher for Physical Education and Science in the Lower School.

ASSISTANCE with removal expenses given in approved cases to permanent full-time appointments.

Applications by letter with full curriculum vitae, names and addresses of two referees, to the Headmaster, St. Katherine's School, St. Mary's Road, Tottenham, Bristol BS20 9QR.

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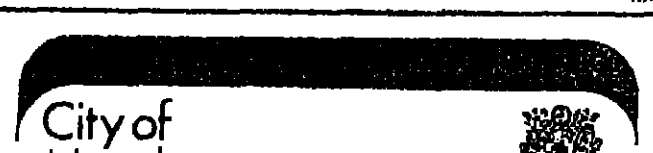
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ilea INNER LONDON EDUCATION AUTHORITY Specialist Vacancies for Secondary Teachers COMMERCE (Office Skills) DESIGN AND TECHNOLOGY FRENCH (Full and Part Time) HOME ECONOMICS (Part Time only) NEEDLEWORK (Part Time only)

LANCASTER ROYAL GRAMMAR Applications are invited from suitable qualified TEACHERS for the following posts: Head of Department, Scale 1 Posts, Scale 2 and above.

GLoucestershire Applications are invited from suitable qualified TEACHERS for the following posts: Head of Department, Scale 1 Posts, Scale 2 and above.

Cheshire Application forms (send 50p), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases. J.R.G. TOMLINSON MA Director of Education

HEADS & DEPUTY HEADS STOCKTON HEATH COUNTY HIGH SCHOOL, GROUP 11 SCHOOL (at present Stockton Heath County Secondary School) Applications are invited from suitable qualified TEACHERS for the following posts: Head of Department, Scale 1 Posts, Scale 2 and above.

LANCASHIRE COUNTY COUNCIL CLOSING DATE 7th MARCH 1977 Primary and Special Schools For application form send stamped addressed foilback envelope to Chief Education Officer, P.O. Box 81, County Hall, Preston, PR1 8RQ, unless otherwise stated.

GLoucestershire Applications are invited from suitable qualified TEACHERS for the following posts: Head of Department, Scale 1 Posts, Scale 2 and above.

SECONDARY Religious Education continued

SHROPSHIRE EDUCATION COMMITTEE THE WOLFEWADDE WOOD

Other Posts on Scale 2 and above

Scale 1 Posts

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ESSEX CLACTON COUNTY HIGH SCHOOL

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SURREY COUNTY COUNCIL logo and name

★FRINGE AREA LONDON ALLOWANCE £180 p.a. THROUGHOUT THE COUNTY.

★Appointments for appointment to County and Voluntary Controlled Schools (except reserved teachers) effective from 1 September, 1977, and later, should note the Education Committee's proposal to issue to Assistant Teachers on Borough Councils contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date if the exigencies of the service makes this necessary.

★General relocation expenses in approved cases.

★Applications for appointment to County and Voluntary Controlled Schools (except reserved teachers) effective from 1 September, 1977, and later, should note the Education Committee's proposal to issue to Assistant Teachers on Borough Councils contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date if the exigencies of the service makes this necessary.

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SUNBURY, ST. TERESA'S R.C. SECONDARY HEAD OF BUSINESS STUDIES. Able to offer SHORT-HAND/TYPING, OFFICE PRACTICE, COMMERCE, and ACCOUNTS, Scale 3. Telephone: Sunbury on Thames 83811.

WOKING, SHERWATER COUNTY SECONDARY ENGLISH Teacher for September, 1977. Scale 3. Telephone: Byfleet 49983.

SCALE 1 POSTS COMPREHENSIVE ASHFORD, ABBOTSFORD COUNTY SECONDARY MATHEMATICS teacher required. Telephone: Ashford 43824.

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY FRENCH teacher to take subject to "O" level. From April, 1977. SOCIOLOGY WITH HISTORY and/or RELIGIOUS STUDIES. Possibility of "A" level work. From April, 1977. MATHEMATICS teacher for April, 1977. Telephone: Camberley 64048.

CRANLEIGH, GLEBELANDS COUNTY SECONDARY (MIXED 12-16) FRENCH AND GERMAN teacher for April, 1977. Telephone: Cranleigh 6248/9.

LEATHERHEAD, THERFIELD DOMESTIC SCIENCE teacher for April, 1977. Telephone: Leatherhead 77691.

REDHILL, REDSTONE FRENCH Teacher preferably to teach to "O" level. Strong Department. Telephone: Redhill 62891.

STAINES, MAGNA CARTA COUNTY SECONDARY PHYSICS WITH GENERAL SCIENCE to C.S.E. and "O" level. Teacher for April, 1977. Telephone: Staines 56497.

STAINES, MATTHEW ARNOLD COUNTY SECONDARY MUSIC teacher. Telephone: Staines 57275.

SUNBURY, BISHOP WAND C. OF E. SECONDARY (AIDED) PHYSICS teacher. Scale post available for suitable candidate. Telephone: Sunbury 87837.

SUNBURY, CARDINAL GODFREY R.C. SECONDARY (AIDED) GEOGRAPHY/MATHEMATICS teacher. DESIGN AND TECHNOLOGY teacher with some MATHEMATICS. Telephone: Sunbury 89948.

WALTON ON THAMES, RYDENS COUNTY SECONDARY BOYS' DRAFT AND TECHNICAL DRAWING. Teacher. Telephone: Walton 24792.

Other Posts on Scale 2 and above

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KENT County Council Education Department SWALE DIVISION South High School, Sittingbourne

Other posts on Scale 2 and above

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS AND ABOVE

BIRMINGHAM CITY COUNCIL logo and name

Islington Social Services

CHILDREN'S DAY CENTRES

ORGANISERS

Islington's eleven Children's Day Centres provide a high standard of care for the under-fives. The Centres have also been working in a wide variety of ways to develop links with the community to improve the service.

Each centre has its own particular style and character and the Organiser's role is that of leader of a team of nursery staff whose work in this inner-city area is difficult and demanding. Innovation, imagination, flexibility and a concern for children and adults are some of the skills required in these key posts, several of which have now fallen vacant.

Applications are therefore invited from women and men who consider they are interested in this challenging role in the community.

Salary £4,449-£4,986 inclusive per 40 hour week

Further details can be obtained from Ms Natalie Rein, 01-353 3535, ext. 283, who can arrange visits to the Centres and informal discussions. She is available to answer telephone queries between 9 a.m. and 1 p.m. on Tuesdays and Thursdays except during week beginning 21st March 1977.

Application forms from the Director of Social Services, 17 Islington Park Street, London N1 1QJ (01-353 3535, ext. 207) quoting reference SS/AS/72.

Closing date 18th March 1977.

ENGLISH LANGUAGE TEACHING

The British Council

OVERSEAS CAREER SERVICE

The British Council, which has a responsibility for Britain's cultural and educational relations overseas, will have some vacancies in 1977. Staff can expect to work overseas for much of their careers in the 80 countries where the Council is represented.

Recruitment to the Overseas Career Service is from a wide variety of backgrounds and experience and appointments are made with a view to eventual transfer to non-specialist managerial posts; promotion is on merit. The Council has a continuing need for a proportion of new staff with qualifications and experience in E.L.T. We should like to hear from you if you have not less than two years experience in E.L.T., preferably overseas, and possess a relevant postgraduate qualification. Fluent French or knowledge of a hard language, Arabic for example, will be advantageous.

Recently most successful candidates for the Overseas Career Service have been between 25 and 32 years of age.

The initial salary is in the region of £4,000, possibly higher for particularly well-qualified candidates, and terms and conditions of service are in line with those of comparable organisations in the public sector; free accommodation and overseas allowances, including children's education allowances, are provided while overseas.

For further details and an application form, please write or telephone quoting (CI) to Staff Recruitment Department, the British Council, 65 Davies Street, London W1Y 2AA, telephone 01-499 8011, ext. 3041.

AMERICAN INSTITUTE FOR FOREIGN STUDY (AIFS)

TWO ADMINISTRATIVE/TEACHING POSITIONS

(1) SALZBURG, AUSTRIA. AIFS Year-Around Programme in association with the Internationale Fernlehre für Deutsche Sprache und Germanistik (University of Salzburg).

RESIDENT DEAN

Starting date: no later than September 1, 1977, August 1 preferable.

Candidates must speak fluent German, have significant international and German cultural experience, be a flexible and capable university-level teacher with high academic qualifications and have had appropriate administrative experience for counselling students and making practical arrangements. The successful candidate will be involved in summer programmes at high school level in Salzburg and orientation home-stay programmes in which Germany in association with the Deutscher-Institut. The Resident Dean will be responsible for all aspects of student welfare and academic programmes.

Salary: \$12,000 per annum, plus fringe benefits that include tuition and travel allowances, an equal home, and some travel opportunities.

(2) PERUGIA, ITALY. AIFS Year-Around Programme in Association with the Italian University for Foreigners and the Pietro Vannucci Art Academy.

RESIDENT DEAN

Starting date: no later than September 1, 1977.

Candidates must speak fluent Italian, be a motivating and an historian with good academic credentials and have had appropriate administrative experience in counselling students and making practical arrangements. The successful candidate will be involved in summer programmes at high school and college level in Perugia, and he or she will be responsible for all aspects of student welfare and academic programmes.

Salary: \$12,000 per annum, plus fringe benefits, that include tuition and travel allowances, an equal home, and some travel opportunities.

Applications for both posts should be sent NOW to: Mr. Kenneth Matthews, Director of Programmes, AMERICAN INSTITUTE FOR FOREIGN STUDY, 37 Queens Gate, London SW7 5HR

OVERSEAS Appointments continued

MEXICO

Campanile School of English (D. Campanile) is recruiting for the following positions:

TEACHERS OF ENGLISH for the following courses: English for Business, English for Tourism, English for General Purposes, English for Specific Purposes, English for Children, English for Adults, English for the Deaf, English for the Blind, English for the Physically Handicapped, English for the Mentally Handicapped, English for the Gifted, English for the Homeless, English for the Unemployed, English for the Elderly, English for the Young, English for the Middle-aged, English for the Over-60s, English for the Under-18s, English for the 18-24s, English for the 25-34s, English for the 35-44s, English for the 45-54s, English for the 55-64s, English for the 65-74s, English for the 75-84s, English for the 85-94s, English for the 95-104s, English for the 105-114s, English for the 115-124s, English for the 125-134s, English for the 135-144s, English for the 145-154s, English for the 155-164s, English for the 165-174s, English for the 175-184s, English for the 185-194s, English for the 195-204s, 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LOMOND SCHOOL-HELENSBURGH

BURSAR

Applications are invited for the post of Bursar for Lomond School, Helensburgh. This co-educational, fee-paying school—a result of a merger between Larchfield and St. Bride's—will comprise both boarders and day-pupils, and will be operational from August, 1977.

Candidates should be between the ages of 35 and 50 years, be practical in their approach to their work and have a background embodying financial accountability, general business administration, forward planning, budget control and a knowledge of land and building maintenance.

Mr. David Arthur, St. Bride's School, HELENSBURGH, Dunbartonshire.

ADMINISTRATION Local Education Authority continued

HAMPSHIRE CAREERS SERVICE

INDIVIDUAL COUNSELLORS

HAVANT DISTRICT. The Havant District Careers Service will be seeking a number of individuals to be responsible for the organization of services and supervision of staff in the district.

POWYS

THE NATIONAL BOARD FOR THE STUDIES OF THE HISTORY OF THE BRITISH ISLANDS

Applications are invited for the post of Secretary to the National Board for the Studies of the History of the British Islands. The post holder will be responsible for the day-to-day running of the Board.

HM INSPECTORS OF SCHOOLS

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors in the following fields:

ENGLISH MATHEMATICS

HMIs provide a service of professional advice to the Department of Education and Science and carry a general assignment as well as a specialist one. Their work includes inspecting and advising schools, consulting with local authorities and organizing courses.

WALSLEY

WALSLEY DISTRICT. The Walsley District Education Authority is seeking a number of individuals to be responsible for the organization of services and supervision of staff in the district.

GENERAL

Applications are invited for the post of Secretary to the National Board for the Studies of the History of the British Islands.

BIRMINGHAM

BIRMINGHAM DISTRICT. The Birmingham District Education Authority is seeking a number of individuals to be responsible for the organization of services and supervision of staff in the district.

BURY ST. EDMUNDS

BURY ST. EDMUNDS DISTRICT. The Bury St. Edmunds District Education Authority is seeking a number of individuals to be responsible for the organization of services and supervision of staff in the district.

CAREERS ADVISER

Required in April/May by long-established voluntary organization in Central London that specializes in careers work for the disadvantaged.

DUBLIN

Applications are invited for the post of Secretary to the National Board for the Studies of the History of the British Islands.

EDUCATION AND TRAINING

Applications are invited for the post of Secretary to the National Board for the Studies of the History of the British Islands.

FURTHER EDUCATION (Including Adult Education) ADVISER

Applications are invited from men and women with not fewer than 5 years' experience in education, part of which must have been in Further Education.

LONDON, W.1.

ADMINISTRATIVE ASSISTANT for professional examinations. The post holder will be responsible for the organization of services and supervision of staff in the district.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

Applications are invited for the post of Secretary to the Associated Lancashire Schools Examining Board.

CHILD CARE

Applications are invited for the post of Secretary to the National Board for the Studies of the History of the British Islands.

CLYWD

CLYWD DISTRICT. The Clywd District Education Authority is seeking a number of individuals to be responsible for the organization of services and supervision of staff in the district.

ASSISTANT PRINCIPAL

Applications are invited for the post of Assistant Principal for a secondary school in the district.

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RESIDENT ASSISTANT with child

Required in April/May by long-established voluntary organization in Central London that specializes in careers work for the disadvantaged.

EXAMINERS

Applications are invited for the post of Examiners for professional examinations.

LONDON

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THE ASSOCIATED EXAMINING BOARD

Applications are invited for the post of Secretary to the Associated Examining Board.

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Applications are invited for the following posts:

TUTOR-ORGANISER/CO-ORDINATOR (TOC)

for our voluntary home tuition scheme for teaching English to Asian Women. A community orientated person required with experience of working with Asian organisations. Applicants should be qualified with experience of teaching English as a second language.

EMPLOYMENT FIELD WORKER (EFW)

to promote and support initiatives by both sides of industry and by ethnic minority groups to assist WFCRC to foster good race relations throughout the field of employment in Waltham Forest. Applicants must have experience of working with ethnic minorities and some relevant experience of employment, trade union, industrial relations field.

Both applicants are subject to Local Authority conditions of employment. The persons appointed will be responsible to the Chief Officer and will work as part of the community relations team.

Application forms and further details can be obtained from: Rev. Ron Waters, Senior Community Relations Officer, Waltham Forest Community Relations Council, 25 Church Hill, London E17 3AB. Closing date: 7th March, 1977. Tel. 01-521 2763

THE NORTHORPE HALL TRUST

Mirfield, W. Yorkshire

A Centre for Intermediate Treatment managed voluntarily and working in close collaboration with Leeds Social Services Dept. It has pioneered a method of working with children in a residential setting at weekends and offering support to them with their families during the week.

A) DIRECTOR

Is required to replace Peter Hopkins who is moving to another Headship. Professional Leadership of high order is looked for. Salary £4,096-£5,103 plus £312 supplement less incentives. Attractive separate accommodation.

B) SOCIAL WORKER

required to carry a caseload of 10 families and in involvement in the residential group work at weekends. Regular supervision and opportunity for discussion in a small team provide the ideal climate for personal growth and satisfaction. Applications are invited from young, energetic persons who are strongly motivated towards working with emotionally disturbed boys, 12-16 years.

Salary £2,807-£3,967 plus £312 supplement. Single accommodation available if required. Applicants for both posts should normally have Professional Qualification in Social Work, Residential Care, Youth Leadership or Special Education.

Applications in writing, with names of 3 referees to: The Secretary, Northorpe Hall Trust, Mirfield, W. Yorks. Tel. 0824-49283. Informal Discussion welcomed. Final date for applications—31st March, 1977.

SOCIAL SERVICES DEPARTMENT

Senior Caseworker

FOXPOD SCHOOL

AP5/SO1 £3,825-£4,095 plus £312

A Senior Caseworker is required to provide a social work service to Foxpod School, a large comprehensive school covering the Aldermans Green, Foleshill and Wood End Districts of the City. The Senior Caseworker will be based at the school but will be responsible to the District Manager of the local Social Services team.

The post provides a challenging opportunity to co-operate with teachers and the school counselor in identifying the problems of children in school and to work with both their families and the community to enable the children to realise their potential. The Senior Caseworker will be expected to provide a generic service to the families of the children referred and there will also be the opportunity for group work. A professional social work qualification is essential with two years post qualification experience.

For informal discussion telephons K. W. MacGregor, Coventry 25665 Ext. 2133. Application forms and further particulars from the Director of Social Services, New Council Offices, Earl Street, Coventry CV1 6RS. Returnable by 14th March 1977.

HERTFORDSHIRE COUNTY COUNCIL

SOCIAL SERVICES

TRAINING OFFICER

Salary S.O.2 £4,689-£4,992, plus £312 Annual Supplement and £120 Fings Area Allowance. There is a vacancy in a well-established, close-knit team of four professional staff based at County Hall. Applicants who should possess considerable post-qualification experience will need to maintain communication with operational staff and have the ability to prepare and mount training programmes in response to defined needs. For informal discussion please contact Mrs. D. Thompson, telephone Hertford 54242 extension 5558. Application forms available from the Director of Social Services, County Hall, Hertford, telephone Hertford 54242 extension 5413. Closing date 10th March, 1977.

coventry

EXAMINERS Appointments continued

SOUTHERN REGIONAL EXAMINATIONS BOARD

Applications are invited for the post of Secretary to the Southern Regional Examinations Board.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

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HOLLOWOOD-DEAR PARK

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Sessional Staff in Adventure Playparks London

Sessional Staff required to work with children and young people in the GLC Parks Department's Adventure Playparks at weekends and during evenings and school holidays between Easter and September.

Vacancies at Finsbury Park, Alexandra Park, Marble Hill Park, Victoria Park, Brickfield Gardens. Details available on application to The Play-Leadership Organizer, 285 Albany Road, S.E.5. Tel. 763 3151.

GLC Parks

EDUCATIONAL SALES MANAGER (UK AND EUROPE) Guild Sound & Vision Limited is one of the world's leaders in the field of audio visual communications. An established, and fast growing sector of our business is the sale and hire of film and audio visual material to the education market for which the company has developed the largest range of educational film and video programmes available in Europe.

We require an experienced sales executive to succeed the present Educational Sales Manager (UK & Europe) who is to be concerned with our expanding interests in the Middle East and Africa.

The successful candidate will have a real interest in education, proven experience of selling to educational establishments or institutional markets, and enjoy a demanding and interesting position which will entail travel within the UK and Europe.

The position offers a competitive salary enhanced by bonus opportunities together with the exclusive use of a company car and the usual fringe benefits. The mobile characteristics of the position do not dictate that relocation to Cambridgeshire is essential but if necessary assistance with removal costs will be provided.

If you are looking for an exciting opportunity in a growth business and have the relevant experience, write or telephone now for an application form to: Personnel Office, GUILD SOUND & VISION LTD., Woodland House, Oundle Road, Peterborough PE2 8PZ. Tel. Peterborough (0733) 83122.

ENTHUSIASTIC ABOUT CHILDREN'S BOOKS?

Our Children

Outdoor Education

GWYNEDD

PLAS YD ANGLU, M.A.V.C. OUTDOOR EDUCATION CENTRE, Gwynedd, North Wales. Tel: 07542 2212.

ROSS-IN-WYKE

ROSS-IN-WYKE, Devon. Tel: 0392 3111. Offers outdoor education courses for schools and colleges.

English as a Foreign Language

LONDON, N.6

Part-time teachers of E.F.L. required with additional experience. A number of vacancies exist for teachers of English as a Foreign Language in London, N.6.

NOTTINGHAM, LICESTER, WINDSOR, HAMPTON COURT, BEACONSFIELD

APPLY TO THE PRINCIPAL, THE L.D.P.P. (LONDON) LTD., 100, Tottenham Court Road, London W1P 0LP.

BOURNEMOUTH

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE. Bournemouth. Tel: 01202 3111.

EALING

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE. Ealing. Tel: 0181 871 1111.

E.F.L. TEACHERS

Required for residential positions in London, N.6. Tel: 01202 3111.

EFL TEACHERS

Required for residential positions in London, N.6. Tel: 01202 3111.

ENGLISH FOR SPECIAL PURPOSES

Specialist English courses for business and industry. Tel: 01202 3111.

EPSON

EPSON. Tel: 01202 3111. Offers English courses for special purposes.

KENT COUNTY COUNCIL

KENT COUNTY COUNCIL. Tel: 01474 3111. Offers English courses for special purposes.

LONDON

LONDON. Tel: 01202 3111. Offers English courses for special purposes.

LONDON

LONDON. Tel: 01202 3111. Offers English courses for special purposes.

LANARSHIRE

Y.M.C.A. WINSTON LODGE

LANARSHIRE. Y.M.C.A. Winston Lodge. Tel: 01825 3111.

Appointments Wanted

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LONDON. Tel: 01202 3111. Offers English courses for special purposes.

SOUTH DEVON

SOUTH DEVON. Tel: 01392 3111. Offers English courses for special purposes.

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SOUTH GLAMORGAN. Tel: 01446 3111. Offers English courses for special purposes.

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EDINBURGH. Tel: 0131 3111. Offers English courses for special purposes.

INTERNATIONAL COLLEGE IN VANCOUVER

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SURREY. Tel: 0181 3111. Offers English courses for special purposes.

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SUMMER TEACHING VACANCIES

ENGLISH AS A FOREIGN LANGUAGE

We shall be taking on extra staff in our Centres in Bournemouth, Brighton and Edinburgh, for the months of June, July, August and September. We are looking for graduates and/or certified teachers with lively minds, experience and qualifications in the teaching of English as a Foreign Language to adult students. We are offering very good pay, good working conditions and an opportunity to use really modern methods and materials. If you are interested, please ask me for further details and application forms. D. Ferris, Principal, European Language and Educational Centre, 26 Dean Park Road, Bournemouth BH1 1HZ. If you do not receive a reply to your application within four weeks please assume that it has not been successful.

SCHOOL OF ENGLISH STUDIES ENGLISH VACATION SCHOOL

26 Grinston Gardens, Folkestone, Kent

EFL TUTORS

If you are a qualified and experienced tutor of English as a Foreign Language and are free in July and August you may be interested in applying for a place on the staff of the above schools. Both are recognised and long established. Please send short outline of your career so far, and we will send you information on the Summer Term and courses, including conditions and salaries. There may be places on the permanent staff in the autumn in Folkestone or in Germany where SES has strong connections.

HEAD OF RESIDENTIAL SUMMER COURSE IN ENGLISH

for foreign pupils aged 11-14 years required from July 11 to September 5 SALARY £520 plus free board and residence

This course will be run entirely by the LANGUAGE TUITION CENTRE using the facilities of the UNIVERSITY OF EAST ANGLIA IN NORWICH. Responsibilities will include implementation of the English language teaching programme, organisation and supervision of out-of-class activities and the welfare, discipline and behaviour of all pupils at all times. It is essential that the successful applicant should have had direct experience with foreign children of this age group on similar courses.

Write for application form to M. B. Siddie, B.A. Director of Summer Courses. LANGUAGE TUITION CENTRE 28/32 Oxford Street, London W1A 4DY.

APPOINTMENTS WANTED

LONDON. Tel: 01202 3111.

LANARSHIRE

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Values in the balance

Robin Wood on 'The Middle Man'

The *Middle Man* triumphantly exemplifies a kind of art, and, being the goods wholesale and reselling at small profits. But Sunnith, like so many of his predecessors in Ray's work, is a middle man in a wider sense, caught up in processes of social change with which his background scarcely equips him to cope. One of Ray's recurrent concerns is with the erosion of traditional values in the modern world, but over the years the attitude has both sharpened and become more complex. An early work like *The Middle Man* could be read quite simply as an elegy for the "cultured" past, not because its haughty and impoverished nobility was idealized, but because the *nouveau riche* supplanting him was caricatured, presented without sympathy. All the characters of *The Middle Man*, from Sunnith's fastidious traditionalist father struggling to grasp the obsolescence of his own values, to the friendly, ingratiating old brother-attendant, are allowed something of the grace with which Ray habitually endows his people: there are no villains in his films. At the same time, all are trapped in a comprehensive network of corruption in which even the future, by the end of the film, has accepted a half-aware complicity.

In the early films (notably the *Apri* trilogy) the qualities that have always distinguished Ray's protagonists—finesse, sensitivity, scrupulousness, nobility—seemed to be regarded as part of the data, God-given, innate. In the recent work—and this is particularly sharp in *The Middle Man*—they are clearly seen as the product of, and dependent upon, social conditions, a vanishing tradition of "custom and ceremony".

The value of the father, transmitted to Sunnith, are at the same time presented with great respect and shown to be totally inadequate to cope with—and to survive within—contemporary India. The social analysis Ray offers appears both economical and comprehensive: from the description of India's three categories of roads ("bad, very bad, and very very bad"), through the facts of poverty and unemployment, to the undermining

of all finer values by the struggle of the masses for simply the effort to keep alive) and by the furtive, nervous, distrust and pervasive duplicity of "business".

The possibility of improvement through Establishment politics is commented upon succinctly in the scene where Sunnith and his best friend (the film's one potential revolutionary, who ends up as a taxi-driver) visit the member of parliament in whom the friend remains some confidence and are treated to an outpouring of vague and complacent liberal commonplaces. The father's regretful perception (the point where he comes nearest to confronting reality) that there are now only two alternatives left to the young, "to turn into revolutionaries or go to the dogs", is implicitly endorsed by the film. Its last shot has the father (earlier profoundly disturbed at his son's growing immersion in a job "beyond" the grandfather's time") weep with relief when he hears that Sunnith has secured his coveted contract; we know, though the father doesn't, that the condition for this triumph was supplying the client with a woman (the best friend's sister, in the event).

As the old man raises his handkerchief to his eyes, Ray freezes the image: we are left with the moment of the father's final capitulation, and the sense that no solution exists within the status quo.

One of the film's finest scenes, and an outstanding example of the openness and complexity of response Ray's work at its best evokes, is that of the family dinner at which the father and his sons discuss "business" and the brother and sister stand fanning them. Each component of the scene is given a precisely judged weight, each character's attitude and reaction balanced against the others, so that it is impossible to take from the scene a clear-cut sense of right and wrong positions. The social-political context of the film, its sense of disorder, highlights the formality of the meal and suggests the formality of the sister's stand fanning them. The sister in her traditional role, serving the men, fanning them, but not eating with them and only with extreme reticence contributing to

Theatre and education Wonderland Heather Neill

Alice is a perennial favourite, an instantly recognizable folk hero, even for non-readers of Lewis Carroll. Her adventures in Wonderland make a dramatization—in spite of its being a good half hour too long—palatable to most of them. At the rate, this seemed to be the case at the Roundhouse recently. There were, of course, to be the young and the young-at-heart, but as a way of approaching ideas which come up in humanities or English courses.

In this term's series, which has just finished, there were two repeats, two new programmes and an adaptation of the *Omnibus* interview with David Hockney. The filmstrip is the starting point in each programme and the pictures have been carefully chosen.

This, at a different level, is what goes on in the next programme "Purveyors" it was made in 1974 by Michael Simons and Judith Hemming when they were both teaching in London comprehensive schools. They simply chose various surrealistic paintings and encouraged the children in their classes to talk or write about them, discussing the feelings brought out by the picture rather than the picture itself.

Every type of response is there. Bernard Cohen's "In that moment" is greeted by "I don't like it at all" and "It's interesting, you can make all sorts of things out of it really", and, perfunctorily, "Electric mood... sort of electrified spaghetti bolognese".

The pictures have been carefully selected for their ambiguity. Some are psychedelic, some explore ideas of space and dimension and often the children are asked to imagine they themselves are inside the picture. "I'm in the picture" says one child looking at Maurice Escher's "Other Worlds" and "I've got to try and walk round the edges because if I go in the middle I think I know, I'm just going to fall and fall and fall".

Most of the comment is direct and uncluttered. Magritte's "The Staircase Chamber" with its huge apple filling a box-like room brings out all sorts of adolescent frustration and claustrophobia. Pictures like "The Red Model" stimulate inventiveness, sometimes falteringly humorous, sometimes mockingly. Only 10 of the frames are in which to interview young people in careers in industry. Sue began work on *Clock On*.

The result is a series of seven programmes in which 13-year-olds are encouraged to discover what opportunities are available in an inter-disciplinary unit for 11 to 13-year-olds. *Living Language* (Thursday 14.00; VHF 4).

Nine to 11-year-olds begin to listen to the serialisation of *Marianne Dreams* by Catherine Starr.

Morals and feelings inside the picture

Anne Barnes on artists and their work

Art and Humanities
BBC Radio 5, Filmstrips and notes £3.70 plus VAT.

This series was about looking at different sorts of paintings, about the concerns people bring to them and what they can take away. It is designed for 13 to 16-year-olds, not necessarily for use in art classes but as a way of approaching ideas which come up in humanities or English courses.

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Local radio Second city studies

Jane Headley on programmes from Birmingham

Radio Birmingham schools programmes (206 medium wave and 35.5 VHF).

Bram Trails, Tuesdays 14.45. Clock On, Thursdays 14.45. Who's Got The Paper? Mondays 14.45.

Listen to the Music, Fridays 14.45. Radio Birmingham, Public Mill Road, Birmingham B5 7SD.

Bram Trails, a series of six 15-minute programmes for 13 to 16 year olds sets out to explore Birmingham and its suburbs. The producer, Gerry Dawson, based the first four on trails published in booklets by Birmingham Urban Studies Centre Committee.

In the first two programmes, Gerry Dawson and a group of children investigated the city centre and the suburbs to see from the top of a corporation bus or the outer circle round—a journey of two hours 10 minutes. The programmes gave a clear indication of how local first hand impressions.

Programme three showed how "Bramtrailsers" can reconstruct something of a city suburb's urbanized landscape as it appeared before the 1920s. The fourth programme will examine some of the material in the *Bram Trail 4* booklet, which forms the basis for projects related to seven areas of interest in the city.

The final programmes will show how a child can develop urban trails of their own and will outline a selection of trails produced by schools.

In this ecology-conscious age the series is a worthwhile project. The booklets, which are also intended to help schools discover Birmingham, are well produced and obtainable from: The Adviser for Environmental Studies, Education Department, Margaret Street, Birmingham B2 4GU. They cost 30p each (36p by post).

Like the Birmingham city planners, Sue Fenoughty is not a girl to let the grass grow under her feet. On learning that the Schools Council was looking for CBI and RUC, which are available in which to interview young people in careers in industry, Sue began work on *Clock On*.

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Briefings Radio and tv

FE and general interest

After School—What Next? (Monday 19.00 Radio 3).

Under the umbrella of opportunities for further education and training comes a discussion on the merits of obtaining a university degree.

The Welfare Network (Tuesday 19.00 Radio 3).

John Hanson, director of social services in Devon, introduces the fourth programme on the coordination and integration of health, education and social services.

Next Move (Thursday 18.45 Radio 2)

After On the Move and Your Move this series of short stories continues the good work, helping adults who have reading difficulties.

Music, Maestro, Please (Friday 19.00 Radio 3)

Howard Rees suggests that confusion in today's music is more apparent than real.

For schools

Finding Out (Monday 9.30, Wednesday 11.00 ITV)

Seven to eight-year-olds devote the rest of the term to looking at "Signs and Signals".

Exploration Man (Monday 10.25 ITV)

Clapperboard demonstrates to 10 to 12-year-olds how a film camera puts together a short film.

General Studies (Monday 11.45, Friday 14.35 BBC)

A unit for 16 to 19-year-olds on "Design in Everyday Life" begins with a programme called "Home Help".

Seeing and Doing (Tuesday 9.30, Thursday 11.22 ITV)

Six-year-olds investigate different forms of tunnelling.

Watch (Tuesday 11.00, Wednesday 14.01 BBC)

Two astronomical programmes for older infants.

Religion and Life (Tuesday 11.40; VHF 4)

Fourteen to 16-year-olds are asked to debate "Free will and determinism".

Books, Plays, Poems (Wednesday 14.20; VHF 4)

A three-part dramatization of Robert Bolt's *A Man for All Seasons*, for 14 to 16-year-olds.

Scan (Thursday 10.03; BBC 1)

"Can I, industry, landscape" is an inter-disciplinary unit for 11 to 13-year-olds.

Living Language (Thursday 14.00; VHF 4)

Nine to 11-year-olds begin to listen to the serialisation of *Marianne Dreams* by Catherine Starr.

Cheating the historian

Kenneth Minogue on television

The State of the Nation
Granada, Tuesday February 15.

The State of the Nation was based on a brilliant idea which Granada first used to illustrate the Cabinet debate on Chrysler. Instead of one man drearily discussing the negotiations for the International Monetary Fund loan to Britain, why not assemble the journalists who had covered the events, those who channelled the "leaks" out to the public, and have them impersonate the politicians in a dramatic mock-up of what went on in the Cabinet during those dramatic days.

The idea came off. *The State of the Nation* had all the tension of a national drama. Like *Zwischen Angern* Dennis Healey is Chancellor of the Exchequer, as Henry Fonda figure. Briefed to support the cuts in public spending, he began as the only realist in a committee of insular fantasists and leakers. Indeed, the performance contained its own seat of authenticity in "Jim Callaghan" telling his colleagues that too much had already leaked out to the press. The programme was full of such realistic effects, as when "Jim Callaghan" talked of attempts to drive a wedge between him and the Chancellor.

One thing that came out well was Callaghan's dramatic declaration of support for the realist position.

Opera

There are just two more performances (tonight and March 3) by the English National Opera at the Lyric, Coliseum of *Katru*

There are just two more performances (tonight and March 3) by the English National Opera at the Lyric, Coliseum of *Katru* described as "the most gentle and tender" of his operas. The conductor is our leading Slovak specialist, Charles Muckerras. Of the principals new to the production, Ava Kovaleva with lyric fervour and passion. In *Katru* she plays yet another wicked lady in her repertoire, Elizabeth Coddell in a spine-chilling *Kovalevka* last year in the *WNO's Jenoufa* has yet to discover how the dramatic is most truly at home, but is otherwise superb.

Next month the ENO reviews Henze's Dionysian opera *The Lust* in the composer's own gripping production, and in April the company goes out on tour in two groups, one visiting four cities with large-scale productions from the London repertoire (including *Salome* and *The Macbeths*), while the other, with productions of Mozart, Offenbach and Puccini specially designed for their smaller theatres. Patrick Carnegie

Well spent

String quartets by Haydn, Dvorak and Beethoven will be performed by the Aeolian String Quartet at 15 pm on Sunday March 6 in the Queen Elizabeth Hall. Ticket money will be well spent in the purpose of this school for young musicians at Harrogate, where Parents' Association has organized the concert.

Disney's guide to the law

end up, are unlikely to parallel the British situation. Under Arrest, runs for 15 minutes, and has even less potential use to British schools. A sinister-looking youth, who has just been studying all night and feels like a walk round the town, is mistaken for a madman and taken to the local mental hospital. They try to question him but he brushes one aside and runs away.

This amounts to what Americans apparently call "battery on a police officer", a very not in the standard Scotland Yard vocabulary. The suspect is shown in typically American prison and court situations.

Disney is now extending the availability of films in this country. Whereas previously the standard Scotland Yard videos were available only for outright purchase, some, and eventually all, will be available for hire via Guild Sound and Vision, of Peterborough. So Disney should look very closely at the content of any film offered for use in English schools. Adrian Hope

A move towards storytelling

Cherida Mares on adult literacy

Teachers using *Listening and Reading* have found that children approach the units with the same pleasurable anticipation with which a keen reader reaches for a book. *Next Move* should have the same motivating and encouraging effect. There is no overt teaching and no chance of failure.

It is not easy to produce a reading book for a target audience whose only common denominator is a reading problem and whose range of interest, ability, background and age can be very wide. The stories for *Next Move* were specially commissioned and are lively and entertaining enough to have wide general appeal. The book is divided into four sections, each with a different theme, author and reader. "Early Memories" is an amusing account of Alfred Marks' childhood in Petticoat Lane; "The Sporting Life" combines anecdote and sporting comment from Terry Wogan; "The Secret of Cliff House" is a ghost story read by Valentine Dyall and in the final unit, Roy Hudd remembers the music-hall.

The booklet, which is essential, is pleasantly produced and illustrated. The text is larger and the lines shorter and more widely spaced than is usual for adult reading material; but the booklet does not give the impression of being produced only for people with learning problems.

It is expected that the majority of adults using the series are already students in adult literacy schemes. The leaflet "Uses of Current Broadcasting II" emphasizes that the readings are not intended for direct teaching, and suggest that student enjoyment should not be spoiled by requiring a great deal of follow up work. It gives useful suggestions on ways of checking enthusiasm aroused by the reading in discussion. After using *Next Move* for a few weeks students may be encouraged to produce their own tapes reading from texts they have written themselves. Students are often given added incentive by hearing their own increasing fluency.

It is possible that some adults with reading problems may use *Next Move* without tutorial supervision. Children using *Listening and Reading* are sometimes disappointed when they discover gaps between their ability to read with the tapes and their inability to read without them. While this can be explained by a tutor, students working alone may be discouraged to find they cannot cope with some of the vocabulary and sentence structure.

Handwritten note in margin: 1500